AGENDAS / MINUTES OF
THE OPERATIONS MANAGEMENT
COMMITTEE
MAY 11, 1993 to SEPTEMBER 7, 1993

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1993 05 11

Confirmation of the minutes of the 1993 03 09 and 1993 04 06 meetings and special meeting of 1993 02 18.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update - Provincial Mathematics Review (Grades 8, 10, 12) - **Pages 1 to 6**

2. Adult and Continuing Education 1992 Annual Report - Part II - **Pages 7 to 13**

3. Report outlining the future direction of Modified Adult Basic Education - **Pages 14 to 20**

4. Report from the officials regarding False Alarms at Recreation Centres and Schools

NEW BUSINESS:

1. Accommodation Report - Introduction - **Page 21**

2. Resolution from the Dufferin-Peel Roman Catholic Separate School Board requesting support re improving the quality of indoor air (referred by Board - 1993 04 15) - **Pages 22 to 24**

3. Request for community funding from the Ministry of Education and Training - Queen Mary School (Child Care Centre) - requested by Trustee Bishop

4. Purchase of Gifted Education Services for Non-Resident Students - requested by Trustee Johnston

5. Report of the Transportation Committee - **Page 25**

6. Report of the School Field Trip Guidelines Committee - **Page 26**

7. Report of the Special Education Advisory Committee - **Page 27**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re: - **Pages 46 to 122**
   (a) Transition Years Implementation Plan
   (b) Transition Years Procedures
   (c) Planning and Preparation in 1992-1993 for Grade 9 Destreaming

NEW BUSINESS:

1. Recommendations of the Director of Education - **Page 123**

2. Report from the Officials regarding the Review of Growing into Language - **Pages 124 to 182**

3. Report of the Special Education Advisory Committee - **Pages 27 to 45**

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 05 11

From: E. G. Bond, Superintendent of Program

Re: Provincial Mathematics Review Status Report

Report: Information

BACKGROUND

All grade eight students, students enrolled in grade ten general level mathematics and grade twelve advanced level mathematics participated in the Provincial Reviews in Mathematics during the spring of 1990.

A report on the results of the Provincial Reviews which indicated recommendations (Appendix I) based on the interpretation of the results was presented to the Operations management Committee for information in June 1992.

Each school developed a plan to address the recommendations in conjunction with a system plan. This status report (Appendix II) outlines the system and school activities that have occurred to address the recommendations.

ISSUE:

To provide trustees with information regarding the status of the recommendations of the Grade 8, 10, 12 Provincial Reviews Report.

RECOMMENDATIONS

That the Provincial Mathematics Review Status Report be received for information.

RATIONALE:

Board results have been addressed in various ways at the system level by acting on the six recommendations.

Individual school results have been addressed at the school level in a variety of ways by acting on the six recommendations as they relate to the school results.

Prepared by: G. D. Knill, Mathematics Co-ordinator

Mathematics Provincial Review

FROM OMC JUNE 1992

Summary of Recommendations

Recommendation 1:
A plan be developed to assist parents in understanding the mathematics being taught, the processes used, and the role of homework, so that they can better support and assist their children.

Recommendation 2:
The current Mathematics Curriculum be modified to include attention to real-life applications, use of computers and calculators, an emphasis on estimation skills, and teaching strategies that deal with gender differences, learning styles and the impact and importance of a variety of technologies and manipulatives.

Recommendation 3:
In secondary schools, Mathematics' departments focus on methodology, curriculum, technologies and strategies, and that these strategies be shared with their feeder schools.

Recommendation 4:
Ongoing inservice for all teachers teaching mathematics be an integral part of existing plans at all levels.

Recommendation 5:
The Grade Twelve Advanced Level Curriculum be investigated and recommendations be made to better meet the needs of all the students enroled.

Recommendation 6:
The Hamilton Board participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board duplicate the past review to evaluate any changes that have occurred.

Appendix 2

PROVINCIAL MATHEMATICS REVIEW STATUS REPORT

Introduction

During this school year the mathematics coordinator met with middle school principals and mathematics department heads to discuss each individual school's Provincial Review results. These meetings led to further meetings with school staffs to discuss school and department plans to address the findings of the Review.

Middle school principals and secondary school mathematics department heads submitted reports in April, 1993, listing activities during the past year initiated as a result of the Review and outlining their plans for next year.

The following summarizes the system status and school activities related to each of the Board's recommendations.

Recommendation #1
A plan be developed to assist parents in understanding the mathematics being taught, the processes used, and the role of homework, so that they can better support and assist their children.

System Status

A mathematics Fact Sheet is being prepared in cooperation with the Public Relations Department for the 1993–94 school year. The fact sheet is intended to be used by schools in communicating with parents. The fact sheet will:

- outline the features of mathematics programs
- describe today's mathematics classroom
- outline the roles of the school, the student, and the parent
- address provincial, national, and international assessments
- explain the role of homework
- provide some mathematics "Dos and Don'ts" for parents

School Activities

The following are some school activities addressing this recommendation

- A handbook for parents has been developed outlining curriculum, homework responsibilities, and evaluation.
- The focus of "Meet the Teacher Night" in September is the grade 7, 8, and 9 mathematics program and school-home-student roles.
- There is ongoing dialogue between advisor/core teacher and parents regarding processes such as homework.
- The evaluation policy is sent home at start of the year.
- A summary of the topics to be taught is given to parents.
- Programs, evaluation, and student expectations are discussed at Home and School meetings.
- An evening of workshops is held for parents on homework and study skills.
- For each topic a review booklet is prepared and is signed by parents as it is completed.
- A newsletter informs parents about tutorials that are available.
- Public displays of mathematics curriculum and students work are designed.
- Letters sent home at the start of the year outline student responsibilities regarding homework and work missed due to absenteeism.

Recommendation #2
The mathematics curriculum be modified to include attention to real life applications, use of computers and calculators, an emphasis on estimation skills, and teaching strategies that deal with gender differences, learning styles and the impact and importance of a variety of technologies and manipulatives.

System Status

- During the past year there was a system-wide focus on using different teaching strategies for teaching mathematics in order to provide a program that is presented in ways more appropriate to a wide variety of learners.

- In the past two years hiring practices have addressed gender issues within the mathematics teacher group.

- Calculators were distributed for students in grade 7 and 8. Two in-service sessions on the appropriate use of calculators were held.

- A variety of manipulatives were provided for middle schools and secondary schools along with appropriate in-service.

School Activities

The following are some school thrusts addressing this recommendation.

- The amount of mathematics time spent in the computer lab has been increased.
- A new emphasis on problem solving has been incorporated throughout courses of study.
- Mathematics has been put back into home rooms to reduce the number of teacher contacts.
- Budgets have been devoted to buying learning materials and resource books.
- Applied mathematics lessons are being taught in other classes such as Design and Technology, Science, and Physical Education.
- Program is modified so the weak areas from the Review are given special attention.
- Students are being encouraged to participate in mathematics contests as a way of raising the profile of mathematics.
- Time is set aside each day for reinforcing basic skills and problem solving.
- Teacher mathematics teams meet weekly to discuss program and provide school in-service. Team planning also facilitates the use of computers and manipulatives.
- The amount of time allocated for mathematics has been increased.
- Different learning styles are being addressed by a variety of teaching strategies.

Recommendation #3
In secondary Schools, mathematics departments focus on methodology, curriculum, technologies and strategies and that these be shared with their feeder schools.

System Status

- Following discussions with department heads at September meetings, sharing sessions were initiated with feeder schools.
- A series of in-service sessions were held at Delta Secondary School to share experiences in activity based learning.
- Mathematics department heads are being in-serviced on journal writing and a variety of evaluation strategies. Department heads will then in-service their own staffs and middle school teachers.
- Beginning in September '93, middle school area representatives and mathematics department heads will meet regularly.

School Activities

The following are some school activities addressing this recommendation.

- Schools have established a process in which new strategies are shared.
- Mathematics teachers from middle schools and secondary schools are meeting together on a regular basis.
- Department heads attend middle school mathematics team meetings.

Recommendation #4
Ongoing in-service for all teachers teaching mathematics be an integral part of the existing plans at all levels.

System Status

- System-wide monthly workshops are held for middle school and secondary school teachers. This practice will be continued in the 1993–94 school year.
- Additional area workshops are held for principals, consultants, and middle and secondary school teachers on request.

School Activities

The following are some school activities addressing this recommendation.

- Schools are making mathematics in-service a priority in their school plans for next year.
- In-service at school team levels use a coaching format and exemplary practices are shared.
- Teachers team plan to share strategies and resources.
- Schools have monthly in-school mathematics in-service.

Recommendation #5
The Grade Twelve Advanced Level Curriculum be investigated and recommendations be made to better meet the needs of all the students enrolled.

System Status

- The Grade 12 Advanced Level Curriculum has been modified. Students will be tested with the Provincial Review instruments in June of this year in order to assess the effectiveness of the change.

Recommendation #6
The Hamilton Board participate fully in any future provincial review in mathematics. If there is no provincial review, the Hamilton Board duplicate the past review to evaluate any changes that have been made.

System Status

- Middle Schools and Secondary schools will use the provincial review test items in the 1993–94 school year to assess the effectiveness of the changes in program delivery.

- The grade 9 course of study is being revised this year. The course of study will include test items from the Provincial Review and the Benchmarks document. These items will be part of student evaluation.

- A revision of the 7 and 8 mathematics curriculum will begin in September, 1993. These courses of study will include test items from the Provincial Review.

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 05 11

From: E. G. Bond, Superintendent of Program

Re: **Adult and Continuing Education 1992 Annual Report with Comparative Figures for 1991**

Report: Information

BACKGROUND

- The Adult and Continuing Education 1992 Annual Report was presented to the Operations Management Committee on March 9, 1993.

- The Annual Report outlined the recommendations suggested by the Action Team to reduce a significant deficit including:

  - Restructuring of the Department
  -Consolidation of Program
  -Closure of some Programs
  -Staff Redirection

- The attached report includes a statement of revenues and expenditures for 1991 for comparative purposes to show the cost savings over the past year.

ISSUE:

To present to the Board financial statements that review 1991 and 1992 Expenses and Revenues, in order to indicate the cost savings realized over the past year.

RECOMMENDATIONS

That this report be received for information only.

RATIONALE:

See attached report. (Appendix I)

Prepared by: R. Leedale, Principal
Adult and Continuing Education

1991				1992			
Program/ Locations	No. of Students	Expenses	Revenue	Program/ Locations	No. of Students	Expenses	Revenue
BRIARWOOD ADULT CENTRE							
				Independent Study	520	Salary 52,966.40 Supplies/Services 11,424.03 Advertising 9,474.56 73,864.99 Surplus/Deficit	30,627.49 - 43,237.50
				Adult Basic Education	76	Salary 58,454.29 Supplies/Services 2,899.02 Advertising 9,474.56 70,827.87 Surplus/Deficit	51,606.75 - 19,221.12
				Modified Adult Basic Education	11 a.m. 11 p.m.	Salary 42,616.28 Supplies/Services 1,932.68 Advertising 3,079.23 47,628.19 Surplus/Deficit	36,688.81 - 10,939.38
				English As A Second Language	21	Salary 16,648.97 Supplies/Services 1,709.56 Advertising 1,658.06 20,016.59 Surplus/Deficit	13,587.14 - 6,429.45
MARY KARL ADULT CENTRE							
Adult Basic Education	93	Salary 77,940.12 Supplies/Services 2,570.03 80,510.15 Surplus/Deficit	99,240.29 +18,730.14	Adult Basic Education	95	Salary 69,410.48 Supplies/Services 4,244.68 73,655.16 Surplus/Deficit	82,922.18 + 9,267.02

1991				1992			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
MARY KARL ADULT CENTRE							
Independent Study	184	Salary 43,443.17 Supplies/Services 2,570.02 46,013.19 Surplus/Deficit	22,931.12 -23,082.07	Independent Study	220	Salary 34,066.04 Supplies/Services 35.53 34,101.57 Surplus/Deficit	31,078.89 -3,022.68
SOUTHVIEW ADULT CENTRE							
(January - June 1992 Note: Adult Basic Education includes Modified Adult Basic Education Class September to December 1991. This class operated at Fairview January - August 1991. English As A Second Language class is September to December 1991 only as class operated at Fairview January - August 1991.							
Independent Study	225	Salary 173,168.43 Supplies/Services 13,536.37 186,704.80 Surplus/Deficit	70,598.96 - 116,105.84	Independent Study	220	Salary 48,780.19 Supplies/Services 2,012.59 50,792.78 Surplus/Deficit	30,650.06 - 20,142.72
Adult Basic Education	102	Salary 85,308.17 Supplies/Services 9,024.24 94,332.41 Surplus/Deficit	88,135.85 - 6,196.56	Adult Basic Education	93	Salary 41,789.40 Supplies/Services 2,098.85 43,888.25 Surplus/Deficit	39,429.75 - 4,458.50
English As A Second Language	6	Salary 5,056.71 Supplies/Services 500.00 5,556.71 Surplus/Deficit	3,182.37 - 2,374.43	English As A Second Language	6	Salary 4,007.20 Supplies/Services 187.82 4,195.02 Surplus/Deficit	1,918.45 - 2,276.59
Advertising		17,362.82		Advertising		5,775.33	

1991				1992			
Program/ Locations	No. of Students	Expenses	Revenue	Program/ Locations	No. of Students	Expenses	Revenue
GENERAL INTEREST DAY CLASSES							
2	883	Salary 51,543.93 Supplies/Services 6,530.09 Advertising 11,026.30 69,100.32 Surplus/Deficit	-31,493.57 -37,606.75	3	1012	Salary 44,950.90 Supplies/Services 2,451.26 Advertising 7,359.91 54,762.07 Surplus/Deficit	52,821.12 -1,940.95
EVENING SCHOOL -- CREDIT							
4	February 1991 Delta 522 Scott Park 505 Westdale 218 Westmount 582 1827 September 1991 Delta 382 Scott Park 343 Westdale 171 Westmount 324 1220	Salary (Teachers) 473,702.69 Salary (Administration) 58,774.09 Supplies/Services 22,548.12 Advertising 30,090.91 585,115.81 Surplus/Deficit	493,673.61 -91,442.20	4	February 1992 Delta 601 Scott Park 610 Westdale 273 Westmount 439 1923 September 1992 - Nil	Salary (Teachers) 315,154.71 Salary (Administration) 31,593.33 Supplies/Services 18,920.71 Advertising 9,449.23 375,117.98 Surplus/Deficit	338,392.01 -36,725.97
EVENING SCHOOL -- GENERAL INTEREST							
9	February 1991 1103 September 1991 1394	Salary (Teachers) 197,633.37 Salary (Administration) 58,774.09 Supplies/Services 22,548.12 Advertising 30,090.91 309,046.49 Surplus/Deficit	208,625.15 -100,421.34	6	February 1992 852 September 1992 Nil	Salary (Teachers) 48,929.66 Salary (Administration) 31,593.33 Supplies/Services 14,864.88 Advertising 9,449.23 104,837.10 Surplus/Deficit	55,504.41 -49,332.69

1991				1992			
Program/ Locations	No. of Students	Expenses	Revenue	Program/ Locations	No. of Students	Expenses	Revenue
EVENING SCHOOL -- ENGLISH AS A SECOND LANGUAGE							
4	February 1991 148 September 1991 122	Salary (Teachers) 30,693.05 Salary (Administration) 14,693.53 Supplies/Services 5,637.03 Advertising 7,522.73 58,546.34	32,275.10	4	February 1992 83 September 1992 Nil	Salary (Teachers) 12,892.43 Salary (Administration) 7,898.33 Supplies/Services 2,753.01 Advertising 2,362.30 25,906.07	16,453.53
		Surplus/Deficit	- 26,271.24			Surplus/Deficit	- 9,452.54
EVENING SCHOOL -- ADULT BASIC EDUCATION							
1	133	Salary (Teachers) 11,590.01 Salary (Administration) 14,693.52 Supplies/Surplus 5,637.02 Advertising 7,522.73 39,443.28	11,352.71	1	34	Salary (Teacher) 4,885.36 Salary (Administration) 7,898.33 Supplies/Services 954.60 Advertising 2,362.30 16,100.59	4,536.57
		Surplus/Deficit	- 28,090.57			Surplus/Deficit	- 11,564.02
SUMMER SCHOOL							
3	2,235	Salary 354,470.54 Supplies/Services 3,593.64 358,064.18	377,189.56	3	2,412	Salary 412,947.82 Supplies/Services 6,284.15 419.231.97	392,606.06
		Surplus/Deficit	+ 19,125.38			Surplus/Deficit	- 26,625.91
DRIVER EDUCATION							
2	326	Salary 11,441.85	20,944.96	2	326	Salary 11,982.56	20,042.16
		Surplus/Deficit	+ 9,503.11			Surplus/Deficit	+ 8,059.60

1991				1992			
Program/ Locations	No. of Students	Expenses	Revenue	Program/ Locations	No. of Students	Expenses	Revenue
	HERITAGE LANGUAGE						
15	2,190	Salary 227,000.00 Supplies/Services 8,200.00 School Rentals 10,600.00 245,800.00 Surplus/Deficit	310,241.00 + 64,441.00	16	2,196	Salary 203,370.93 Supplies/Services 5,871.17 School Rentals 7,670.25 Advertising 4,081.51 220,993.86 Surplus/Deficit	265,044.75 + 44,050.89
	ENGLISH AS A SECOND LANGUAGE						
6	890	Salary 312,000.00 Supplies/Services 10,450.00 Rentals 5,000.00 327,450.00 Surplus/Deficit	500,580.00 + 173,130.00	5	540	Salary 331,785.06 Supplies/Services 6,397.89 Rentals 6,034.90 Advertising 2,939.70 347,157.55 Surplus/Deficit	530,936.68 + 183,779.13

SUMMARY OF EXPENSES & REVENUE

1991		
PROGRAM	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	N/A	N/A
Marty Karl Adult Centre	126,523.34	122,171.41
Southview Adult Centre	303,956.74	161,917.18
General Interest - Day	69,100.32	31,493.57
Evening School	992,151.92	745,926.57
Summer School	358,064.18	377,189.56
Driver Education	11,441.85	20,944.96
Heritage Language	245,800.00	310,241.00
English As A Second Language - Day	327,450.00	500,580.00
	2,434,488.35	2,270,464.25
	Deficit - 164,024.10	

1992		
PROGRAM	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	212,337.64	132,510.19
Marty Karl Adult Centre	107,756.73	114,001.07
Southview Adult Centre	104,651.38	71,988.26
General Interest - Day	54,762.07	52,821.12
Evening School	521,961.78	414,886.52
Summer School	419,231.97	392,606.06
Driver Education	11,982.56	20,042.16
Heritage Language	220,993.86	265,044.75
English As A Second Language - Day	347,157.55	530,936.68
Continuing Education Capital Purchase	16,136.57	
	2,016,972.11	1,994,836.81
	Deficit - 22,135.30	

Adult and Continuing Education Department

Salaries - Administration	200,317.39
Secretaries	99,394.11
	299,711.50

Adult and Continuing Education Department

Salaries - Administration	193,511.00
Secretaries	97,309.00
	290,820.00

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 05 11

From: E. G. Bond, Superintendent of Program

Re: **The Modified Adult Basic Education Class - Briarwood Adult Learning Centre**

Report: Information/Decision

BACKGROUND

On June 9, 1992 the Operations Management Committee passed the following recommendations:

1) That the Modified Adult Basic Education class continue as presently organized for the 1992-93 school year.

2) That no additional students be accepted for 1992-93.

3) That a report outlining the future direction of this program be presented to the Trustees in early 1993.

ISSUE:

To determine the position of the Board regarding the future direction of the Modified Adult Basic Education program.

RECOMMENDATIONS

1) That Modified Adult Basic Education classes continue to be offered where the costs of instruction can be covered.

2) That the organization for the present program be changed to allow:
   - a distinct morning and afternoon class,
   - a minimum enrollment of 10 students per class,
   - a maximum of 15 hours a week of instruction per student.

3) That a committee be struck with community representation to explore the possibilities of partnerships with community agencies other Boards of Education and Mohawk College in order to develop a continuum of services for students with special needs that would include education, life skills, recreation and work skills training.

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	2,434,488.35	2,270,464.25
	Deficit - 164,024.10	

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	2,016,972.11	1,994,836.81
	Deficit - 22,135.30	

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Secretaries	99,394.11
	299,711.50

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2) That the organization for the present program be changed to allow:
   - a distinct morning and afternoon class,
   - a minimum enrollment of 10 students per class,
   - a maximum of 15 hours a week of instruction per student.

3) That a committee be struck with community representation to explore the possibilities of partnerships with community agencies other Boards of Education and Mohawk College in order to develop a continuum of services for students with special needs that would include education, life skills, recreation and work skills training.

4) That an advisory committee for special needs adults be established as a sub-committee of the Continuing Education Advisory Committee to:

- establish general entry and exist plans,
- establish program outcomes,
- monitor enrollment and program goals.

RATIONALE:

- These recommendations are presented recognizing that the Modified Adult Basic Education program will be one component in the Hamilton Board of Education's response to students with special needs who are over 21 years of age.

- See attached report. (Appendix I)

Prepared by: The Modified Adult Basic Education Committee

MODIFIED ADULT BASIC EDUCATION
Committee Report

INTRODUCTION

This program was introduced in the fall of 1987 to provide a learning experience for developmentally delayed adults over the age of 21.

The first location was the Fairview School in West Hamilton; then in July 1991 the Southview Adult Centre and since January 1992 the class has been located at Briarwood.

From the beginning the class has operated on a full-time basis with a recommended daily attendance of 8 - 10 students. At present there are eleven students registered and these eleven attend in the morning and afternoon. Two of the eleven have been registered for over 5 years; one student has been registered for only 7 months. The average stay is just under 3 years.

Although registration has been frozen for 1992-93 the referral process requires an interview to assess:

- literacy and numeracy levels
- receptivity to instruction
- understanding of classroom environment

Students who are working at a grade 3 level or higher are referred to a regular A.B.E. class.

RATIONALE

1. **The Modified Adult Basic Program is no more costly than other Adult Basic Programs, and revenue can cover instructional costs.**

   When enrolment is kept to a minimum of 11 students, (22 per day) instructional costs can be adequately covered, and the program is considerably cheaper than for regular day students within the Board. (See Appendix 1)

2. **The original need identified for a Modified Basic Education Program still exists:**

   In the past it was assumed that the target group for this program would be the developmentally delayed. Data collected by the Association of Agencies for Treatment and Development (AATD) in 1990 identified 166 Hamilton adults (186 for the whole region) who needed, or wished to participate in, an educational adult education program designed to upgrade skills or teach about areas of personal interest. [1]

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1 Most of the adults live with their own family and are registered in a sheltered workshop. However 28 are in supported employment, and three in competitive employment. Five have no day program of any sort. The bulk of the adults (119) are aged between 22-35 years, 42 are between 36-45 years, and 19 are 45 years and older. Communication from Angela Houser using the 1990 Data Base for the Developmentally Handicapped of the Association of Agencies for Treatment and Development (AATD) March 8, 1993.

3. Other adults with special needs could use the program:

a) Ex Psychiatric Patients:

The District Health Council in its mental health plan identified the need for more access to education programs for those with mental health Problems. [2] The Hamilton Psychiatric Hospital provides space for a class with one teacher. She reports that students need programs at many levels including literacy and remedial work. Since September 1992 she has assessed 15 students for possible remedial work and had three students for who she is providing literacy work, when they leave the hospital many of the students feel uncomfortable in regular continuing education classes as they feel they are under too much pressure. [3] A modified basic education class could meet their needs and be a stepping stone to more integrated programs, such as the ABE classes currently offered at the Marty Karl Centre where approximately a third of the students are ex-psychiatric patients.

b) Learning Disabilities:

Approximately 2% of all adults have a learning disability. [4] In the USA adults with learning disabilities may comprise as much as 80% of all adult basic education students. [5] It has been estimated that 50% of all ABE classes may be comprised of learning disabled adults in Canada. [6] Many of these can function in ordinary ABE classes, but some may need special assistance. North York Board of Education runs two special ABE classes for those with learning disabilities. A modified basic education format could be of assistance to learning disabled students.

c) Others:

The Education Committee of the Hamilton Wentworth Assess-Awareness Committee has identified the head injured and deaf and hard of hearing (47% of whom are illiterate), as other groups whose educational needs are not being served.[7]

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2 Hamilton-Wentworth District Health Council A Mental Health Plan for Hamilton Wentworth June 1992 recommendation D 6.

3 Communication from Mrs. Judy Goodings, teacher at Hamilton Psychiatric Hospital School, March 16, 1993.

4 Joan Shiff, Ontario Association for Learning Disabilities, March 1993.

5 Cheryl Meridith Lowry "Teaching Adults with Learning Disabilities" ERIC Digest No. 99 Columbus, Ohio, 1990 (Office of Educational Research and Improvement (ED), Washington, DC.)

6 Prof. Wagener, Department of Education, Brock University.

7 Education Committee of the Hamilton-Wentworth Access Awareness Week Committee, Spring 1989.

4. **There has been a change in focus for provincial policy, placing more emphasis on education.**

Formerly the major provincial policy thrust for developmentally delayed persons and others with disabilities was to provide services to prepare them for employment, whether in a sheltered or an open setting. Now there is recognition of the importance of recreation, volunteering, and education as legitimate life activities.[8] For some with disabilities these activities will be the goals of many programs. Furthermore persons who are developmentally delayed will have access to education programs on the same basis as other adults. Thus education services are likely to be more, not less, important.

5. **There are new Hamilton agencies to help persons with disabilities gain employment.**

Education as a means of entry to employment continues to be a viable option for many persons with disabilities. Those who are planning to enter the workforce, once equipped with the appropriate skills, may be able to access the Ability Group (AMITY, the Ontario March of Dimes, and PATH) and workable (formerly the Employment Consortium) which have as their mandate the placing of of persons with disabilities in employment. Workable also acts as the broker for those with disabilities seeking employment through Jobs Ontario. The Association for Community Living continues to place many persons with developmental disabilities in open employment or sheltered workshop situations.

6. **The Hamilton area is inadequately served by programs, and existing programs fail to provide all the components that adults with special needs require.**

There are too few day programs for the persons with special needs who require them. Parents complain that they see deterioration in their children as they sit at home with nothing to do. The Hamilton and District Association for Community Living has a waiting list of sixty five persons waiting for any of their programs. Nothing can be offered them for approximately two to five years. Groups of parents through the Association for Community Living and with some funding from the Ministry of Community and Social Services are prepared to contribute towards a program for their children. Moreover, the programs that exist for this population are isolated from each other and run under a variety of auspices. A continuum of service is therefore difficult to provide, to enable adults to move progressively into more and more integrated programs. Boards of Education cannot provide the life-skills needed. Links need to be strengthened between different programs which only together can provide all the components needed by many adults.

7. **The current Modified Adult Basic Education program allows students to progress, and move to other opportunities.**

The current class at Briarwood through strong teaching and personal commitment provides an opportunity for students to continue to progress. There is the potential for students to linkup with other opportunities and programs. Some students have left to go to the Targeting Horizons for Adults in Transition Program (THAT) at Mohawk College, or moved on to Adult Basic Education (ABE) classes. As independent work habits and program solving are taught, there is preparation for vocational work, and independent living. There program can be used as a step from a program using a resource teacher placed in an agency setting such as at AMITY or the Association for Community Living (where the Board already has a teacher) into a more integrated program.

---

8 Terms of Reference: Alternatives to Sheltered Workshops Ministry of Community and Social Services 1992.

EXPENSES AND REVENUE

1991			1992		
No. of Students	Expenses	Revenue	No. of Students	Expenses	Revenue
13	Salary 41,185.14 Supplies/Services 1,745.53 Advertising 2,420.00 45,350.67	38,684.98	11	Salary 42,616.28 Supplies/Servics 1,932.68 Advertising 3,079.23 47,628.19	36,688.81
	Surplus Deficit	-6,665.69		Surplus/Deficit	-10,939.38

FUTURE BUDGET IMPLICATIONS

- Recommendation #2 suggests each student be allowed 15 hours per week of instruction.
- Assuming 40 weeks of instruction, the total hours for each half-day would be 600.
- A small class adjustment is in effect for A.B.E. allowing up to five registrants for a maximum of 15 students.

No. of Students	Small Class Adjustment	Hours on Register	Grant	Teachers Salary
8	5	8 x 600 5 x 600 7800	* 18,149.07	19,081.92
10 - 15	5 - 0	10 x 600 5 x 600 9000	* 20,941.00	19,081.92
18	0	18 x 600 10,800	* 25,129.48	19,081.92

* Grants are based on attendance and the grants listed here assume perfect attendance

MODIFIED ADULT BASIC EDUCATION COMMITTEE

- Judith Bishop, Trustee, Hamilton Board of Education
- Ray Dingledine, Hamilton Association of Community Living
- Dianne Gruhl, A.B.E. Teacher, Marty Karl Adult Centre
- Susan Holden, Transitional Work Experience Program, Hamilton Board of Education
- Dave Hutton, Vice-Principal, Delta Secondary School
- Bob Leedale, Principal, Adult and Continuing Education
- Sally Lewis, Director of Rehabilitation, Amity Goodwill
- Jackie Longden, Teacher, Hill Park Secondary School
- Peter McDonald, Assistant Executive Director, Amity Goodwill

TO: **Chairman and Members of**
Operations Management Committee
Board of Education for the City of Hamilton
1993 05 11

FROM: **P. C. Gillie, Superintendent of Schools**
Chair of Accommodation Committee

RE: **Annual Accommodation Report**

BACKGROUND

The Annual Report of Accommodation is presented every year to the Board of Trustees. This Report is scheduled to be introduced through the Operations Management Committee. Special Operations Management Committee Meetings are scheduled for May 17 and 18.

ISSUES

The Report will be distributed at the close of the Operations Management Committee Meeting. The Report is in the same format as in past years.

The purpose of introducing the Report through the regular O.M.C. meeting is to provide some details that may assist Trustees in reviewing the Report prior to the formal presentation.

The Report will be presented by Superintendents and Staff who have prepared the Report. Opportunity for questions will follow each section of the Report. Recommendations will follow the presentation of the complete Report.

Prepared by : P. C. Gillie , Chair of the Accommodation Committee

Rec'd Apr 6/93 mc

THE DUFFERIN-PEEL ROMAN CATHOLIC SEPARATE SCHOOL BOARD
LE CONSEIL DES ECOLES SEPAREES CATHOLIQUES ROMAINES DE DUFFERIN ET PEEL

Referred to Operations Management Committee at 1993 04 15 Board.

March 17, 1993

Jean Desmarais
Chairperson of the Board
Hamilton Board of Education
Box 558
Hamilton, Ontario
L8N 3L1

Dear Jean Desmarais:

Concerns associated with indoor air quality in Dufferin-Peel Roman Catholic Separate School Board schools have been forwarded to the Board of Trustees during the past several years. The Board has funded investigations and studies of various means of mechanical ventilation systems which may assist in improving the quality of indoor air, particularly in portables and portapaks. A task force consisting of parents, trustees and staff was established in September 1991 to study indoor air quality issues and provide recommendations to the Board of Trustees.

At its regular meeting of February 16, 1993 the Board of Trustees received and accepted recommendations which are detailed in the attached Final Report of the Indoor Air Quality Task Force to the Administration and Operations Committee.

The Dufferin-Peel Roman Catholic Separate School Board has requested the Ministries of Labour, Health and Education to review current indoor air quality standards to determine the appropriateness of application to children and adults in school facilities and establish uniform indoor air quality standards based on American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) findings. The Board of Trustees further requested the Ministry of Education to provide sufficient funding to school boards to implement the above standards in existing buildings.

The Dufferin-Peel Roman Catholic Separate School Board requests that you and your Board of Trustees consider and support the above recommendations and so advise the appropriate ministries.

...2/

40 Matheson Blvd. West, Mississauga, Ontario L5R 1C5 • Tel: (416) 890-1221

Page 2
re: Indoor Air Quality
cont'd

The Dufferin-Peel Roman Catholic Separate School Board appreciates you and your Board's commitment to the endeavour to improve the quality of air in schools across Ontario.

We look forward to your positive response and commitment.

Sincerely,

Arthur R. Steffler,
Chairperson of the Board

ARS:el
Attach

RECOMMENDATIONS:

THAT THE DUFFERIN-PEEL ROMAN CATHOLIC SEPARATE SCHOOL BOARD:

1. FORWARD A LETTER TO EACH OF THE MINISTRIES OF LABOUR, HEALTH AND EDUCATION, INSISTING THAT INDOOR AIR QUALITY STANDARDS BE REVIEWED TO DETERMINE APPROPRIATE APPLICATIONS FOR CHILDREN AND ADULTS IN SCHOOL FACILITIES AND ESTABLISH UNIFORM STANDARDS BASED ON CURRENT ASHRAE FINDINGS.
2. FORWARD A LETTER TO THE MINISTER OF EDUCATION TO REQUEST THE PROVISION OF SUFFICIENT FUNDING TO SCHOOL BOARDS TO IMPLEMENT THE ABOVE STANDARDS IN EXISTING BUILDINGS.
3. FORWARD TO LOCAL MPPs THE FINAL REPORT OF THE INDOOR AIR QUALITY TASK FORCE AND REQUEST THAT THEY CONTINUE TO ADDRESS IN THE LEGISLATURE INDOOR AIR QUALITY ISSUES RELATED TO SCHOOLS.
4. RE-EMPHASIZE THAT ALL SCHOOL PERSONNEL HAVE A ROLE IMPROVING INDOOR AIR QUALITY IN ALL BOARD FACILITIES.
5. TAKE INTO CONSIDERATION TO THE FULLEST EXTENT POSSIBLE THE QUALITY OF INDOOR AIR WHEN PROVIDING WORK SPACE FOR ALL SYSTEM STAFF.
6. REQUEST ALL BOARD UNIONS/ASSOCIATIONS TO OBTAIN THE SUPPORT OF THEIR PROVINCIAL ORGANIZATIONS FOR THE ABOVE RECOMMENDATIONS AND THAT THE PROVINCIAL ORGANIZATIONS SO ADVISE THE APPROPRIATE MINISTRIES.
7. REQUEST THE ONTARIO CATHOLIC SUPERVISORY OFFICERS' ASSOCIATION (OCSOA), ONTARIO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (OASBO), ONTARIO SEPARATE SCHOOL TRUSTEES' ASSOCIATION (OSSTA) AND L'ASSOCIATION DES AGENTS ET AGENTES DE SUPERVISION FRANCO-ONTARIENS (ASFO)[1] TO SUPPORT THE ABOVE RECOMMENDATIONS AND TO ADVISE THE APPROPRIATE MINISTRIES.
8. REQUEST THE CITIES OF MISSISSAUGA AND BRAMPTON, COUNTY OF DUFFERIN AND TOWN OF CALEDON TO SUPPORT THE ABOVE RECOMMENDATIONS AND TO ADVISE THE APPROPRIATE MINISTRIES.
9. SEEK THE ENDORSEMENT AND SUPPORT FOR THESE RECOMMENDATIONS FROM OTHER INDIVIDUAL BOARDS IN THE PROVINCE.
10. CONTINUE TO MONITOR PORTABLE CLASSROOM SPECIFICATIONS TO ENSURE NEW ACQUISITIONS COMPLY WITH APPROPRIATE BUILDING CODES AND INDOOR AIR QUALITY STANDARDS.

[1] ASFO was added later

REPORT OF THE TRANSPORTATION COMMITTEE

Present: Trustees Lowe (Chairman), Desmarais, Rodgerson and Cunningham.

Also Present: Trustees Bishop, Hicks and Mulholland
L. Gowers, Community Representative, Area 2
E. Koehler, Community Representative, Area 2
A. Meisel, Community Representative, Area 3
K. Andronico, Community Representative, Area 4
W. Moore-Spors, Hamilton Council of Home and School Associations
M. Kula, Hamilton Principals' Association
Sgt. B. Gravelle, Hamilton-Wentworth Regional Police

Officials Present: P. Shewfelt, Superintendent of Finance and Treasurer
P. Gillie, Superintendent of Schools - Area 4
G. Rutledge, Controller
S. Wilson, Transportation Officer

The Committee recommends:

GENERAL

1. That the letter from Education Officer M. Aube in response to correspondence sent as per Board motion, 1992 06 30, be received for information.

2. That the correspondence from the City Clerk re City Council's resolution regarding cancellation of transportation for middle school students under 2.4 kilometres be received for information.

3. That the correspondence from the Hamilton Street Railway regarding concerns about changes in the provision of bus service for school students be received for information.

4. That the correspondence from The Lanark Leeds and Grenville County Roman Catholic Separate School Board requesting a change in present Ministry legislation in respect to school buses be received for information.

5. That the resolution from the Stormont, Dundas and Glengarry County Roman Catholic School Board re school bus transportation be received for information.

Respectfully submitted,

M. LOWE,
Chairman

Meeting Rooms,
1993 04 20

REPORT OF THE SCHOOL FIELD TRIP GUIDELINES COMMITTEE

Present: Trustees J. Johnston (Chairman), Allen, Darby and Cunningham.

Official Present: D. Goodridge, Director of Education and Secretary

The Committee recommends:

GENERAL

1. That the Operating Procedure (OP-19) regarding for School Trips: Practices and Guidelines, dated February, 1992, be accepted.

2. That the Hamilton Council of Home and School Association be sent a copy of OP-19, requesting their input relative to any concerns.

Respectfully submitted,

J. JOHNSTON,
Chairman

Committee Room
1993 05 04

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Dr. I. Adamson (Chairman), Trustees Allen, Patenaude and Wilson, Mesdames Dalziel, Kerr Jaskiewicz, Kappheim, Oommen, Trott and Yanch, Drs. Marshall and Van der Spuy.

Also Present: Trustee Mulholland
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: F. Cooke (Assistant Superintendent of Program)
R. Adams (Co-ordinator of Special Education)

The Committee recommends:

GENERAL

1. That the Program Department's verbal Update regarding Computer Format for Handling Student Information in Special Education be received for information.

ELEMENTARY/SECONDARY

1. That the Tenth Annual Review, Special Education Report be approved for submission to the Ministry of Education and Training.

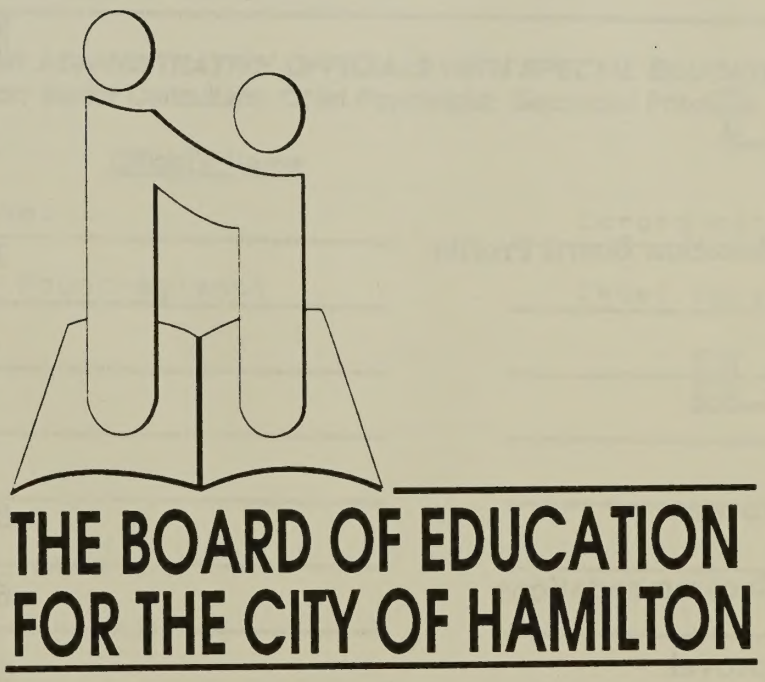
2. That the Board, through the appropriate Committee, provide a plan to address the needs of autistic students in their transition from middle school to secondary school level for the 1994-95 School Year.

Respectfully submitted,

I. ADAMSON
Chairman

Meeting Room
1993 04 21

Provision of Special Education Programs and Services



Tenth Annual Review

1992-1993

Table of Contents

SPECIAL EDUCATION BOARD PROFILE
1993

DATE OF SUMMARY 1993 - 03 - 10

In order to facilitate and enhance our ability to liaise with School Boards in the Central Ontario Region we are requesting that you complete this ANNUAL UPDATE of current Board information for the current school year (1992-1993).
PLEASE SUBMIT THIS AS A PART OF THE REPORT TO THE MINISTER.

1. **BOARD:** Hamilton Public **SECTION:** Central Ontario

SUPERVISORY OFFICER WITH SPECIAL EDUCATION RESPONSIBILITY:

Elizabeth Bond

2. ***OTHER SENIOR ADMINISTRATIVE OFFICIALS WITH SPECIAL EDUCATION RESPONSIBILITIES:***
(e.g. Coordinator; Senior Consultant; Chief Psychologist; Seconded Principal)

Official's Name	Title
Robert Adams	Co-ordinator
Dr. Marie Bountrogianni	Chief Psychologist

3. ***NON-EDUCATION SUPPORT STAFF:***

Indicate [X] if the board employs the following:

	On Contract	Per Diem
Social Worker(s)	[X]	[ ]
Child Care Worker(s)	[ ]	[ ]
Psychiatrist(s)	[X]	[ ]
Psychologist(s)	[X]	[ ]
Psychometrist(s)	[ ]	[ ]
Health Care Attendant(s)	[ ]	[ ]

Physio/Ocupational Therapist(s)	[ ]	[ ]
Speech Pathologist(s)	[X]	[ ]
Others (list)		
_____	[ ]	[ ]
Transitional Work Experience	[X]	[ ]

Classroom/Teacher Assistants (Indicate [X] for each type of assignment used.)
assigned to: School [X] Classroom [X] Individuals [X] Special task [ ]

Notes: Individual educational assistants are assigned by Area Educational Assistant Utilization Committees chaired by the Area Supervisors.

4. ***ALTERNATIVE EDUCATIONAL PROGRAMS AND SERVICES PROVIDED BY THE BOARD FOR DEAF, BLIN AND DEAF-BLIND EXCEPTIONAL PUPILS (IN ACCORDANCE WITH MEMORANDUM 76C)***

Indicate [X] below where the board provides a program or service funded fully, or in part by grants in accorda with Memorandum 76C.

Deaf (special classes) -	pre-school [X]	elementary [X]	secondary [ ]
Deaf (resource/itinerant) -	pre-school [ ]	elementary [X]	secondary [ ]
Interpeter(s) -		elementary [ ]	secondary [ ]
Blind (special classes) -		elementary [ ]	secondary [ ]
Blind (resource/itinerant) -		elementary [X]	secondary [X]
Orientation & Mobility Instruction -		elementary [ ]	secondary [ ]
Transcriber(s) -		elementary [X]	secondary [ ]
Deaf/Blind - intervenor(s) -		elementary [X]	secondary [ ]

SPECIAL EDUCATION BOARD PROFILE

5. *DELIVERY MODEL:*

Indicate [X] if the board provides the placement option. Indicate [XX] for the predominant option.

	Exceptionality Area	Support in Regular Class	Resource Withdrawal	Special Class Part-time	Special Class Full-time	Special School
Intellectual	Intellectually Gifted	X	X	X	XX	
	Intellectual Disability (currently E.R.)	X	X	XX	X	
	Developmental Disability (currently T.R.)	X	X	X	XX	
Communication	Learning Disability	X	X	XX	X	
	Speech/ Language	X	X	X	XX	
	Deaf/Hard of Hearing	X	X	XX	X	
Physical	Physical Disability	X	X	XX	X	
	Blind/Vis. Impaired	X	X			
Other	Multiple Disability	X	X	X	XX	
	Non-category				XX	

6. *EDUCATION PROGRAMS IN CARE, TREATMENT AND CORRECTIONAL FACILITIES (SEC. 27):*

Administrator Responsible	Title
Elizabeth Bond	Superintendent of Program

a) Indicate number of programs: Total [18] * b) Number of facilities: [15]

Care/Treatment programs [12] Custody/Corrections programs [6]

c) Indicate number of personnel employed by Board:

Teachers [25] Teacher Assistants [ ] Liaison Staff (if applicable) [1]

* Lynwood Hall Childrens' Centre noted as 3 programs Primary, Junior and Intermediate.
St. Joseph's Hospital noted as elementary and secondary.
Hamilton-Wentworth Detention Centre noted as 1 secondary program (4 teache
Half-time programs counted as 1 program each.

SPECIAL EDUCATION BOARD PROFILE

7. **IPRC STRUCTURE - (Indicate [x] if the board has:**

System Wide [X]
(Jurisdiction/Role) The I.P.R.C's are Area convened for system classes - name Autistic, Physically, Visually Impaired, Multiple and Developmentally delayed.

Area [X]
(Jurisdiction/Role) The I.P.R.C.'s are convened by Area staff but coordinated centrally for the system, their jurisdiction being Specifi Learning Disabilities, General Learning Disabilities, Spee language Improvement, Behavioural, and Gifted.

School [X]
(Jurisdiction/Role) Annual Reviews are convened in the school. However, if the recommendation is to change the exceptionality or for a se contained placement, the hearing must come back through the Area I.P.R.C.

Notes:

8. ***PROGRAMS/INNOVATIONS OF NOTE:***

At Sherwood Heights elementary school there is a self-contained speech language improvement class where the teacher is a qualified speech/language pathologist. The exciting aspect of this program is the amalgamation of speech pathology techniques and teaching methodology into effective language lessons to meet the students' individual needs.

9. ***SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):***

Supervisory Officer Assigned Elizabeth Bond

Chair Dr. Ian Adamson **(Trustee?)** Y (N)

Parent Organizations Represented

Ontario Society of Autistic Citizens Hamilton-Wentworth Chapter
Hamilton & District Society for Disabled Children
About F.A.C.E.
Canadian National Institute for the Blind
Hamilton District Easter Seals Parent Delegate Group
Hamilton Association for Community Living
Association for Bright Children
Down Syndrome Association
Learning Disabilities Association Hamilton -Wentworth Chapter
Hamilton Council for Home and Scho
Hamilton-Wentworth Home Care Prog
Ontario Psychological Association
Hamilton Wentworth Children's Aid

Supervisory Officer: Name

Signature

PART II

(I) Review Process

The Special Education Action Team Report, which was included in last year's annual review and approved by the elected officials and S.E.A.C., formed the basis of a subsequent document, namely, Status-Action Team Reports. (Appendix I) Included in this report were the 15 Special Education Action Team recommendations, which were then presented to the Development Committee, a standing committee of the Board of Education, for approval and presentation to the full Board. Once the recommendations were approved for action by the Development Committee, and the full Board, they were then presented to the Program Management Committee for Review and Implementation. The Program Management Committee is comprised of a broad-based stakeholder representation, whose mandate is to co-ordinate and communicate program delivery in the system. The mandate, composition and function of the committee is included in this report (Appendix II). The Program Management Committee will now address the current status of the recommendations of the Action Team, re: Special Education and make recommendations for action to be taken during the 1993-94 school year.

In addition to the above, the S.E.R.T. pilot was also reviewed during this past year. It was decided to draw a conclusion to the pilot by examining the possibility of changing the S.E.R.T. program to learning centres and redeploying the teachers appropriately to meet identified needs. This proposal will be implemented in the S.E.R.T. schools of Area 2 and Burkholder School in Area 4. It should be noted that this proposal has the support of the Hamilton Teacher's Federation (H.T.F.), and has a member of the H.T.F. on the design team. Detailed information regarding this proposal is contained in Appendix (IV).

In accordance with S.E.A.C. policy, Mrs. Sylvia Trott, who represents the Learning Disabilities Association, Hamilton-Wentworth chapter and is a member of S.E.A.C., was actively involved in the compilation of this document and her input was sincerely appreciated.

(II) S.E.A.C. Recommendations

The Report was presented to S.E.A.C. at the regular April meeting and the recommendation is as follows:

Moved by Nalda Dalziel that the 10th Annual Review, The Provision of Special Education Programs and Services, be approved for submission to the Ministry of Education.

(III) Board Approval

(i) Amendments

There are no ammendments to the original plan. However, in light of the new O.H.I.P. regulations concerning doctors charging parents for completing medical forms, it is necessary to adhere to Regulation 554/81 Special Education Identification, Placement and Review Committees and Appeals Section 2 (3) a, and the policy contained in the Special Education plan, The Development of Comprehensive Special Education Programs and Services Appendix E Step II, where a health assessment is necessary only if requested by an I.P.R.C.

STATUS - ACTION TEAM REPORTS

APPENDIX I

ACTION TEAMS	DATE PRESENTED TO DEVELOPMENT
Adult and Continuing Education	April 25, 1991
Special Education	March 5, 1992
Compensatory Education	May 11, 1992
Staff Development	June 4, 1992
Program Accountability	October 1992
English as a Second Language/English Skills Development	November 1992
Development and Implementation	November 1992
Alternative Education	November 1992

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ACTION TEAM STATUS REPORT

REPORT: Special Education Action Team Development Committee, March 5, 1992

RECOMMENDATIONS	What, Who, Where, When SYSTEM	What, Who, Where, When AREA	What, Who, Where, When SCHOOL
1) Recommendation The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.	. Intervention model for the Decentralized 90's. - Presented in 1989 to Sr. Management, Finance Department,and the Ministry of Education as part of the Annual Review.	. Presented to each Area Team by Coordinator/Special Education Consultants.	. Presented to Principals at Area meetings. . Promoted by Special Education Consultants.
2) Recommendation Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom.	. Included in the Intervention Model for the Decentralized 90's . Presented to the system Area and School as per Recommendation #1 (above).		. School social workers using whole school/whole class approaches to social skills.
3) Recommendation It is essential that a range of programs be provided given the unique and varying needs of the student population.	. Superintendent and Assistant Superintendent of Curriculum aware of this direction of the Special Education Department.	. Basic Special Education Beliefs distributed to the Areas through the Special Education Department (Consultants).	. Presented to schools through the Special Education Consultants
4) Recommendation The school Diagnostic & Resource Team must function through a problem solving process which enables the school to access resources for individual students.	. The Superintendant and the Assistant Superintendant of Curriculum/Program supported this function of the D.A.R.T.	. Information delivered to Areas through Special Education Consultants . A number of Areas developed their own Review of the D.A.R.T. process.	. Information delivered through the Special Education Consultants. . The Review results were shared at the school level.

REPORT: Special Education Action Team Development Committee, March 5, 1992

RECOMMENDATIONS	What, Who, Where, When SYSTEM	What, Who, Where, When AREA	What, Who, Where, When SCHOOL
5) Recommendation Parents must be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student. Moreover, it is seen as essential that there be increased coordination between the school and the community at large.	. Highlited through the Intervention Model for the Decentralized 90's. . Parents also have input at S.A.L.E.P., I.P.R.C.'s, and most D.A.R.T. meetings.	. Supported in the Areas and schools by the Superintendents of schools and principals. → .Information delivered at both the Area and school level by by the Adjustment Counsellors, Special Education Consultants and Area Team. →	
6) Recommendation A person must be identified to coordinate the information and services concerning each student involved in the D.A.R.T. process.			. Currently, this is understood to be the principal's role to coordinate and/or designate.
7) Recommendation There is a clearly identified need to establish system expectations that will provide a framework for program and service delivery responsibility within the areas and schools.	. Adjustment and Special Education services currently promote consistency in policies, practices and procedures at staff meetings and inservice programs.	. This is an area that must be defined across the Areas/city. →	

ACTION TEAM STATUS REPORT

REPORT: Special Education Action Team Development Committee, March 5, 1992

RECOMMENDATIONS	What, Who, Where, When SYSTEM	What, Who, Where, When AREA	What, Who, Where, When SCHOOL
8) Recommendation There is a need to coordinate the special education and services functions at the system level with the special education and services functions at the area and school levels.		. This is an area that still must be defined/addressed in the Areas/ system. →	
9) Recommendation Social emotional needs for all students, including Exceptional students, must be addressed through curriculum review, development and implementation.	. Intervention Model for the Decentralized 90's addressed this area of concern. This area is somewhat fragmented at this time.	. Area 4 - has established a behavioural mangement team - Chedoke Child and Family Centre is providing consultation. . Area 2 - is involved in a Secondary School Anger Management Program with Chedoke Child and Family Centre.	. School social worker using whole class/whole school approaches to social skills.
10) Recommendation A cumulative profile of student information will be compiled through the effective tracking of interventions and student strengths and needs.	. Expand upon the current model utilized/initiated by the Primary Dept.	. Delivered by appropriate Area team members in the Areas and schools. →	
11) Recommendation A review of our existing assessment processes within the full range of Exceptionalities must be conducted.	. This has been completed for all exceptionalities except the Gifted, which is currently under review.		

ACTION TEAM STATUS REPORT

REPORT: Special Education Action Team Development Committee, March 5, 1992

RECOMMENDATIONS	What, Who, Where, When SYSTEM	What, Who, Where, When AREA	What, Who, Where, When SCHOOL
12) Recommendation A clear definition of the roles and functions of support staff must be developed as a result of the restructuring of program delivery.		. Identified in the Intervention Model for the Decentralized 90's and is yet to be defined.	→
13) Recommendation Staff development and inservice must be a priority to support the restructuring of program delivery	. Some in service provided by the Special Education Consultants and other Action team members . Not delivered as a total package.	. Filtered to the teaching staff on a needs basis - e.g. L.R.T. Handbook.	
14) Recommendation An evaluative process within the framework of program accountability must be developed to ensure improved student learning outcomes.	. To be addressed.		
15) Recommendation As a system we must undertake an active role to increase school and community awareness and understanding of this philosophy and these belief statements.	. Descriptive pamphlets are available re: Adjustment and Special Education. . Other special services brochures have been developed but need final approval from the appropriate Action Team.	. When completed, information will be distributed through Areas, Schools, and Information offices of the Board.	→

PROGRAM MANAGEMENT COMMITTEE

Focus on: Review and Implementation

Mandate

Coordinate and communicate program delivery in the system.

Composition:

Regularly schedule meeting of a core committee which will consult with appropriate personnel are required.

• Superintendent of Program (Chair)	- Elizabeth Bond
• Assistant Superintendent of Program	- Frank Cooke
• Area Supervisors (4)	- Stew Thompson (Area 1)
	- Ken Bain (Area 2)
	- Marlene Rielly (Area 3)
	- Trish Fulton (Area 4)
• Early Years Coordinator	- Shelagh Simpson
• Formative Years Coordinator	- Mary Jean Tyczynski
• Transition Years Coordinator	- Carol Ramberan
• Secondary School Development Committee	- Bill Manson
• Special Services	- Marie Bountrogianni
• Staff Development Representative	- Jim McCaughey
• H.P.A. representative (P.D. Chair)	- Doris Boettger
• H.S.S.P.C. representative (P.D. Chair)	- Marg Bowman
• French Language unit representative	- Michelle Lapointe

Functions

- Sift/sort information
- Erase inconsistencies
- Collate information
- Identify gaps and overlap
- Make recommendations for approval by Superintendents, Director's Council, Board based on the following criteria:
  - Ministry of Education Directions
  - System Directions/Priorities
  - Area/School Plans
  - Accountability
  - Timelines
  - Cost Implications
  - Workload Factor

Appendix III

ANNUAL REVIEW PROCESS

The Board of Education for the City of Hamilton will annually review, modify and forward to the Minister of Education, for review, its official plan, The Development of Comprehensive Special Education Programs and Services, 1982-1985, in accordance with Ministry of Education Regulation 274, 3(3).

I. Review Committee

The Board of Education for the City of Hamilton, shall, each year,

(i) request that appropriate educational administrative officials conduct an annual review,

(ii) forward copies to the Special Education Advisory Committee for review, and,

(iii) forward copies, through the Board of Education for the City of Hamilton for appropriate action.

II. Review Process

The review process will include the following activities:

(i) reviewing the current plan;

(ii) evaluating those programs and services which have been implemented;

(iii) conducting a needs assessment, where appropriate;

(iv) modifying the plan to reflect realistic implementation within anticipated limits of the financial and human resources available to the Board, and

(v) submitting the modified plan by May 1st, annually, to the Minister of Education for review.

NOTE

To assist in the annual review, reference should be made to the Legislation and Current Practice in the Delivery of Special Education Programs and Services.

Appendix IV

SERT PROGRAM PROPOSAL

1. BACKGROUND/RATIONALE

In the document "An Intervention Model for the Decentralized '90's", it was indicated that the Hamilton Board of Education experienced a "bulge" in the number of self-contained classes, particularly classes for G.L.D. and S.L.D.. Historically, there were few demissions from the self contained classes and few students deemed Exceptional within the regular classroom.

The Ministry and support groups such as the Council for Exceptional Children (C.E.C.), and current research indicates an increased awareness that for many Exceptional Students, the most enabling environment is the regular classroom, with Special education intervention through shared responsibility with the regular classroom teacher. There is also a recognition that self-contained classes remain the best environment for some but not the majority of Exceptional Students. Consequently, there is a need for Boards of Education to provide a spectrum of service for students, which would allow opportunities ranging from support in the regular classroom for the majority to self contained environments for those who require them.

Prior to the creation of the SERT Pilot, several schools had already changed the delivery of service to Exceptional students from traditional self-contained settings, to varying degrees of integration with support into the regular classroom. In June of 1988, with formal approval from Senior Management, fourteen schools were brought together for the first time to share successes, and to officially begin the SERT Pilot Project. The purpose of the Pilot was to look at ways to reduce the "bulge" and to provide a spectrum of services to exceptional students that included more emphasis on integration within the regular classroom (with support). The Pilot also was intended to collectively focus the energies of the schools, to develop procedures and practices, and following evaluation to provide system direction for possible expansion of the S.E.R.T. program.

2. OFFICIAL SCHOOLS

Dalewood	Adelaide Hoodless	Hampton Heights
Central	W.H. Ballard	Thornbrae
Bennetto	Hillsdale	Burkholder
Prince Philip	Woodward	Westview
Glen Brae	Chedoke	

3. STATUS

The following recommendations were prepared on June 4 1990, together with the full report of the SERT Pilot project and were presented to Administrative Council (Senior Management) consisting of the Area Superintendents, Area Supervisors, and the Associate Director. In the time allotted for discussion, it was not possible to debate nor to receive approval on all 25 recommendations. Consequently, the focus was on key recommendations that would allow the work of the Pilot to continue, even though the Pilot officially ended in June 1990. Administrative Council made the following decisions:

1. Recommendation 1 was approved with a modification in wording to read,
   "Senior Management approves the philosophy of the SERT pilot"
   The balance of the original recommendations were removed at that time, pending further discussion and the continued work of the project next year. (1990-91).

2. Recommendations 8 and 9 (Appendix I) were both approved as requested. Thus formal approval was given to design and implement a plan for the continued work of the Pilot (short and long term) through an expanded Steering Committee.

3. Decisions regarding the other 22 Recommendations were delayed by Senior Management until key personnel were in place. Both Peter Beveridge and Joe Yurkiw retired. Once these positions were filled, the recommendations were to be returned by the Assistant Superintendent of Special Services, together with other Special Services requests, to be more fully debated at that time. Hopefully, the recommendations would be dealt with prior to September of that year. However, with the arrival of Superintendent of Program, D. Skidmore, everything was put on hold until the Action Teams completed their findings and recommendations. Thus the SERT Pilot was never finalized. In order to draw a conclusion to this pilot, the following is being proposed for the year 1993-94 to be implemented in Area 2.

4. PILOT PROPOSAL

The purpose of the proposal is to end the 'pilot project" aspect of the SERT program by studying the implications of changing the SERT program in Area 2, and Burkholder School in Area 4, to L.R.T.'s Learning Centres and re deploying the teachers appropriately to meet identified needs.

A pilot will be designed and presented to S.E.A.C. for input, This pilot will examine the following implications, for implementation during the 1993/94 school year in Area 2 and Burkholder School.

1. Teachers
2. Students
3. Principals
4. I.P.R.C.'s
5. Collective Agreement
6. Curriculum (Learning Outcomes)
7. In Service

5. PILOT IMPLEMENTATION

A Design Team consisting of Betty Bond, Ken Bain, Ann Marie Marion, Nancy Smith, Chuck Taylor and Bob Adams will formulate a plan to be implemented in Area 2 and Burkholder School.

6. APPENDIX I

RECOMMENDATIONS 8 AND 9

(a) for the purposes of continuity, the Project Steering Committee and subcommittee structure continue to operate, with the addition of the Special Education Co-ordinator, one Area Supervisor, and one Curriculum Co-ordinator.

(b) together with the Steering Committee, the Special Education Co-ordinator design and implement a plan for the continued work of the Pilot (short term and long term).

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 05 11

From: E. G. Bond, Superintendent of Program

Re: Transition Years Implementation Plan September 1993 - June 1997
Transition Years Procedures September 1993 - June 1997
Planning and Preparation in 1992 - 93 for Grade 9 Destreaming

Report: Information

BACKGROUND

Planning and preparation for the Transition Years initiatives has been occurring at various levels and to varying degrees since the Throne Speech announcement in April 1989.

Appendix I outlines a Chronology of Events and System-Wide Activities 1989-1993 which provide a context for the enclosed report on:

- **The Transition Years Implementation Plan: September 1993 - June 1997**
- **Implementation Procedures: September 1993 - June 1997**
- **Planning and Preparation in 1992-93 for Grade 9 Destreaming in September 1993.**

In addition to the comprehensive listing, a variety of activities has been occurring within schools, areas, the Program Department and the principals associations in planning and preparation.

ISSUES

To share information with trustees :

1) regarding the **Transition Years Implementation PlanSeptember 1993 - June 1997** outlined in the Report,

2) regarding the **Procedures** developed to accomplish the Transition Years Implementation Plan September 1993 - June 1997,

3) requested in the April 15, 1993 Board Approved motion regarding **Planning and Preparation in 1992-93 for Grade 9 Destreaming in September 1993.**

RECOMMENDATIONS

1) That the **Transition Years Implementation Plan September 1993 - June 1997** as outlined in the Report be received for information.

2) That the **Procedures** developed to accomplish the Transition Years Implementation Plan September 1993 - June 1997 be received for information.

3) That the information provided in response to the April 15, 1993 Board approved motion regarding **Planning and Preparation in 1992-93 for Grade 9 Destreaming in September 1993** be received for information.

RATIONALE

The Transition Years Report includes the following information:

The **Transition Years Implementation Plan September 1993 - June 1997** outlines the outcomes to be accomplished from September 1993 - June 1997 in the Transition years.

The **Implementation Procedures September 1993-June 1997** provides the details for action to accomplish the outcomes listed in the Transition Years Implementation Plan. ***Primary Responsibilities and Roles will be reviewed in May through consultation with middle school and secondary school principals and Senior Management.***

The Report on Specific information regarding **Planning and Preparation in 1992-93 for Implementation of Grade 9 Destreamed Classes in September 1993** indicates the activities that have been occurring and will continue to occur during the 1992-93 school year in readiness for beginning implementation.

APPENDICES

Appendix I Chronology of Events and System-Wide Activities 1989 - 1993

II Transition Years Implementation Plan September 1993 - June 1997

III Transition Years Procedures September 1993 - June 1997

IV Planning and Preparation in 1992- 93 for Grade 9 Destreaming in September 1993

(i) Implementation Procedures for Transition Years 1992-93
(a) Transition Years Development Committee Status Report

(ii) Specific Issues Addressed in Implementation Procedures (1992-93) for Grade 9 Destreaming in September 1993 with Financial Implications:
a) Program
b) Staff Development
c) Operations
d) Communications

Prepared by: E. G.Bond, Superintendent of Program
C. Ramberan, Co-ordinator of Transition years

APPENDIX I

CHRONOLOGY OF EVENTS AND ACTIVITIES

April 1989	Throne Speech.	Announcement of total restructuring of Education in Ontario.
Fall 1989	Ministry of Education Action Plan.	Released in the Fall of 1989 to all school boards.
Fall 1989	Learning Programs Advisory Council established by Ministry of Education to address Restructuring Issues.	Superintendent of Program - Elizabeth Bond was appointed to Learning Programs Advisory Council.
June 1990	"Rights of Passage" sent to system prior to June initial meeting.	
June 1990	Initial meeting of Area Representatives (Area Teams) to plan for Transition Years.	As a result, Area Transition Years Teams were established to begin planning.
September 1990	Approved Delta Pilot Project for Transition Years began.	Revision of Curriculum for grade 9 and teacher inservices were main areas of focus for the Delta Pilot project.
November 1990	Ministry of Education Release of Transition Years Consultation Paper.	Planning began for system participation in the Consultation process.
1990-91	Area Special Assignment Teacher: Transition Years appointed by Board.	Carol Ramberan was appointed to this position to assist in Transition Years Planning.
February - May 1991	System participation in Transition Years consultation process.	Responses received were collated to develop a response for Board approval. NOTE: Transition Years Consultation process was developed in conjunction with Middle School Development Committee research and findings.
April 1991	Middle School Report approved by Board.	This report represented the culmination of several years of research and planning to meet the changing needs of middle school programming.
May 1991	Transition Years Consultation Response approved by Board.	This document was forwarded to the Ministry of Education for inclusion in the analysis of all Transition Years Responses received.
1991 - 1992	Middle School Review in all middle schools.	This review was conducted in response to one of the recommendations in the Middle School Report to collect baseline data to enable middle schools to develop school plans to address other middle school report recommendations.

APPENDIX I

CHRONOLOGY OF EVENTS AND ACTIVITIES

February 1992	Ministry of Education release of Analysis of the Responses to the Transition Years Consultation Paper.	This information was sent out to the system and implications discussed. The Program Department began to review the status of planning and preparation in relation to the analysis.
February/March 1992	Summary of Response Analysis of Transition Years Consultation Paper presented to Superintendent of Schools, Area Supervisors, Middle and Secondary School Principals.	Information was provided to Administrators regarding the indications for future planning.
June 1992	Ministry of Education release of Policy/Program Memorandum 115.	This memorandum established as law beginning September 1993 • No credits be assigned to the Grade 9 program • the Grade 9 program be no longer organized according to levels of difficulty • implementation of The Common Curriculum to begin and be completed in three years starting in September 1993.
June 1992	Development of System Guidelines for Transition Years Planning and Implementation by Program Department Staff.	The purpose of the Guideline was to assist schools, areas and the Program Department in determining direction for planning and preparation for September 1993.
June 1992	Transition Years Coordinator position approved by Board effective September 1992	Carol Ramberan was appointed to this position to coordinate Transition Years initiatives.
August 1992	Memo re: Ministry Funding for Transition Years inservice received.	Proposals from schools were submitted to Ministry in October.
October 1992	The Guideline for Transition Years Planning and Implementation presented to Board.	Prior to submission to the Trustees the Guideline was validated by system representatives - areas, Principal Associations and Federations.
October 1992	Board motion to delay destreaming.	The Board motion allowed for continued planning and preparation.
November 1992	Ministry of Education release of The Transition Years, Grades 7, 8 & 9: Policies and Program Requirements.	This interim document supersedes the sections of O.S.:I.S. pertaining to Grades 7, 8 & 9 for the 1993/94 school year.

CHRONOLOGY OF EVENTS AND ACTIVITIES

November 1992	Formation of Transition Years Development Committee in accordance with October Board motion.	Three subcommittees: Curriculum, School Organization and Staff Development were established to address the planning mandate set out in the Guideline School and Area Teams and Program Department Staff continued to plan in accordance with the Board Motion and Guidelines.
January 1993	Meeting of Chairman and Vice-Chair of Board, Director, Superintendent of Program and Transition Years Coordinator, Central Ontario Regional Office Director and Staff Liaison.	Discussion of status of planning and preparation and concerns about inservice funding occurred.
February 1993	Trustee Workshop on Transition Years.	Russ Jackson, Principal of John Fraser Secondary School and Carol Ramberan presented information to trustees on the Transition Years.
February 1993	System-wide Transition Years P.A. day.	A planning session was followed by a series of workshops for principals and teachers re: teaching strategies for transition years students.
February 1993	Board approval of Transition Years implementation beginning in September 1993.	This motion enabled a step up of planning and preparation in order to begin implementation in September 1993.
February 1993	Planning and preparation for inservice based on Train the Trainer model.	Human Resources, Staff Development Staff, Area Teams and Program Department staff developed a series of workshops for department heads, elementary and secondary teachers and special education staff re: Delivery of Program in the Transition Years.
January/March 1993	Benchmarks presentation to elementary and secondary principals, area teams and the Program Department.	The purpose of these presentations was to inform the participants about their role in developing and implementing benchmarks and their relationship to student learning outcomes in the Common Curriculum - Grades 1 - 9.
March 1993	Ministry of Education release of The Common Curriculum Grades 1- 9.	This document describes the curriculum for the province for Grades 1 to 9 and sets out learning outcomes. It is released as a working document and will be refined in response to comments of educators, parents and interested members of the community. A process will be developed to provide feedback, as requested, as we work through the document.

APPENDIX I

CHRONOLOGY OF EVENTS AND ACTIVITIES

March 1993	Grass Roots Ups - a curriculum resource document developed and produced by O.S.S.T.F. was distributed to the system.	This comprehensive document provides an excellent source of practical ideas for teachers of destreamed classes.
April 1993	Senior Management determined staffing of grade 9 classes.	Superintendent of Schools, Pat Gillie shared this information at Secondary School Principals staffing meeting.
April 1993	Request to Principals to establish list of Grade 9 teachers for September 1993.	Superintendent of Program, Elizabeth Bond requested this information from Principals to assist in planning for future inservices.
April 1993	Transition Years Inservice funding received from Ministry of Education.	Criteria for reporting use of money and results of inservice had been developed earlier with the principals.
May 1993	Distribution of Operating Procedures for Grade 9 destreamed programs to Secondary School Principals.	Superintendent of Schools, Nancy Nicholls chaired a representative committee to review and address questions about operational issues related to destreaming for 1993-94. Principals are encouraged to submit additional questions for response from the committee.
May 1993	Presentation of Implementation Plan and Procedures and Planning and Preparation in 1992-93 for Grade 9 Destreaming in September 1993 to O.M.C.	Superintendent of Program, Elizabeth Bond and Transition Years Coordinator Carol Ramberan have collated information for this purpose.

APPENDIX II

TRANSITION YEARS

IMPLEMENTATION PLAN

SEPTEMBER 1993 - JUNE 1997

The Board of Education
for the City of
Hamilton

May 1993

TRANSITION YEARS IMPLEMENTATION PLAN

1993-1994	1994-1995	1995-1996	1996-1997
1. All grades 7, 8 and 9 classes will be destreamed.	1. All grades 7, 8 and 9 classes will be destreamed.	1. All Grade 7, 8 and 9 classes will be destreamed.	1. All Grade 7, 8 and 9 classes will be destreamed.
2. There will be no credits in Grade 9.	2. There will be no credits in Grade 9.	2. There will be no credits for Grade 9.	2. There will be no credits for Grade 9.
3. Subjects will remain the same as in 1992. Schools may begin the development and piloting of aspects of a common curriculum based on the learning outcomes in *The Common Curriculum, Grades 1 to 9.* Teachers in grades 7, 8 and 9 are encouraged to plan in teams to ensure continuity of program.	3. Schools will begin the development and piloting of a common curriculum based on the learning outcomes in *The Common Curriculum, Grades 1 to 9.* Teachers in grades 7, 8 and 9 will plan in teams to ensure continuity of program.	3. Schools will begin implementing the common curriculum based on *The Common Curriculum, Grades 1 to 9.* Teachers will continue to plan in grade 7, 8 and 9 teams to ensure continuity of program.	3. Schools will implement the common curriculum based on *The Common Curriculum, Grades 1 to 9.* Teachers will continue to plan in grade 7, 8 and 9 teams to ensure continuity of program.
4. Subject time allotments may be the same as in 1992.	4. Subject time alloments may vary.	4. Time allotments for the four core program areas may vary.	4. Time allotments for the four core program areas may vary.
5. Planning for reorganization in schools to facilitate program delivery is encouraged.	5. Reorganization of schools based on new program will begin.	5. Initiatives to reorganize the schools to meet the needs of 1996 will be reviewed and refined.	5. Reorganization to deliver the common curriculum should include: * flexible groupings * integrated delivery * block timetabling (flexible time periods) * year-long delivery of programs
6. Needs of exceptional and ESL students will continue to be met through identification, range of placements and programs.	6. Needs of exceptional and ESL students will continue to be met through identification, range of placements and programs.	6. Needs of exceptional and ESL students will continue to be met through identification, range of placements and programs.	6. Needs of exceptional and ESL students will continue to be met through identification, range of placements and programs.
7. Student evaluation will be based on objectives stated in courses of studies or on achievement of learning outcomes where they have been developed.	7. Student evaluation will be based on objectives stated in courses of studies or on achievement of learning outcomes where they have been developed.	7. Student evaluation will be based on objectives stated in courses of studies or on achievement of learning outcomes where they have been developed.	7. Evaluation will allow all students to demonstrate achievement of the learning outcomes for all components of the common curriculum in a variety of ways.
8. Report cards may be the same as in 1992. Schools wishing to create supplements are encouraged to do so. A new report card based on learning outcomes will be developed.	8. The new report card will be field-tested, revised and refined.	8. The report card will be implemented.	8. The report card will be reviewed as required.
9. Students will be promoted if the principal is satisfied that the student is competent to undertake the program at the next grade.	9. Demonstration of competency in the learning outcomes (where developed) or through course objectives will determine promotion in each year, and the recommended level of study in Grade 10.	9. Demonstration of competency in the learning outcomes (where developed) or course objectives, will determine promotion in each year, and the recommended level of study in Grade 10.	9. Demonstration of competency in the learning outcomes will determine promotion in each year, and the recommended level of study in Grade 10.
10. Staff development will continue to be provided to support teachers withteaching/assessment/ evaluation strategies for different student learning styles and individual needs.	10. Staff development will concentrate on outcome based learning and reporting.	10. Staff development will be based on the needs and priorities identified by staff.	10. Staff development will be based on the needs and priorities identified by staff.

APPENDIX III

IMPLEMENTATION PROCEDURES

INCLUDING ROLES & RESPONSIBILITIES

SEPTEMBER 1993 - JUNE 1997

The Board of Education
for the City of
Hamilton

May 1993

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

DRAFT

1993-1994	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(A) Program:							
1. Implement Grade 9 destreamed programs.		*	*				* P
2. Continue to develop and field test second generation documents which include specific learning outcomes based on *The Common Curriculum, Grades 1 to 9.*		* P	*				*
3. Provide for the special needs of exceptional and ESL students through differentiated programming.		*	*				* P
4. Incorporate recommendations from Special Ed., Comp. Ed. Alter Ed. and ESL Action Teams into new curriculum.		* P	*				*
5. Begin in secondary schools to implement advisor/advisee programs through the school plan.		*	*				* P
6. Develop and pilot assessment strategies to evaluate student achievement of learning outcomes.		* P	*				*
7. Develop a review process to evaluate program effectiveness in collaboration with the Research and Psychological Services Departments. Include indicators of program effectiveness.		* P	*				*
8. Develop and implement integrated programs, especially in Grades 7 and 8 to meet cross-curricular learning outcomes.		* P	*				*
9. Develop curriculum for Skills and Technology Centre.		* P	*				*
10. Develop new system–wide report card based on learning outcomes.		* P	*				*

P - Primary Responsibility

DRAFT

1994–1995	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(A) Program:							
1. Continue to develop and field test second generation documents which include specific learning outcomes based on *The Common Curriculum, Grades 1 to 9.*		* P	*				*
2. Continue to provide for special needs of identified and ESL students through differentiated programming.		*	*				* P
3. Extend advisor/advisee programs to more secondary schools through the school plan.		*	* P				*
4. Review curriculum in the context of provincial benchmarks or testing programs.	*	* P	*				*
5. Implement Transition Years component of Skills and Technology Centre.		*	* P				*
6. Validate indicators for program evaluation in collaboration with the Research and Psychological Services Departments.	*	* P	*				*
7. Field test, revise and refine new report card to describe and track students' achievement of learning outcomes.		* P	*				*
8. Conduct Middle School Review.		* P	*				*

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

DRAFT

1995-1996	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(A) Program:							
1. Continue to develop and field test second generation documents which include specific learning outcomes based on *The Common Curriculum, Grades 1 to 9.*		* P	*				*
2. Continue to provide for the special needs of exceptional and ESL students through differentiated programming.		*	*				* P
3. Revise curriculum and resources based on field testing from 1994–1995.		* P	*				*
4. Implement revised curriculum.		*	*				* P
5. Supervise implementation of curriculum according to Ministry and Board guidelines.		*	* P				*
6. Implement system–wide report card.		*	* P				*

IMPLEMENTATION PROCEDURES

DRAFT

P - Primary Responsibility

1996-1997	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(A) Program:							
1. Implement the common curriculum based on learning outcomes in *The Common Curriculum, Grades 1 to 9.*		*	*				* P
2. Continue to provide for the special needs of exceptional and ESL students through differentiated programming.		*	*				* P
3. Revise and refine curriculum as appropriate.		* P	*				*
4. Review report card as required.		* P	*				*

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

DRAFT

1993-1994	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(B) Staff Development:							
1. Revise professional development component of School Plan according to on-going needs.			*	*			* P
2. Conduct in-school in-service sessions to meet identified needs.		*	*	*			* P
3. Establish teaching/collaborative planning teams to encourage teacher coaching and mentorships.		*	* P	*			*
4. Continue interface initiatives at the Area level to facilitate professional development and joint planning across schools.		*	* P	*			*
5. Review and expand the "Resource Bank" of educators which schools can use for in-service sessions.		* P	*	*			*
6. In co-operation with the Staff Development Department offer a range of system wide in-service sessions to assist teachers of Grades 7,8 and 9.		* P	*	*			
7. Publish a regularly up-dated calendar of Transition Years in-service sessions across the system.		* P	*	*			
8. Continue support through in-service of principals as change agents and curriculum leaders.		*	* P	*			*
9. Assist staff with "teacher initiated and directed" professional development.		*	*	*			* P
10. Provide opportunities for teachers in feeder/receiver schools to plan and work together, e.g. encouraging inter-school visitations, job shadowing, job exchanges, reciprocal transfers, etc.		*	* P	*			*
11. Establish a research pilot to facilitate and evaluate effective communciation strategies between feeder/receiver schools.		* P	*				*
12. In-service field-testers and implementers of new curriculum.		* P	*				*
13. Conduct area and school in-service on the meaning and implications of a common curriculum and outcomes based learning.		* P	*				*
14. Offer continuing subject based in-service for teachers of destreamed grade 9 classes.		* P	*				*
15. Share results of inservice received through Ministry Transition Years funding.		*	*				* P

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

DRAFT

1994-1997	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(B) Staff Development:							
1. Revise professional development component of School Plan according to on-going needs.			*	*			* P
2. Conduct in-school in-service sessions to meet identified needs.		*	*	*			* P
3. Continue the development of teaching/collaborative planning teams to encourage coaching and mentorships.		*	* P	*			*
4. Continue interface initiatives at the Area level to facilitate professional review, development and joint planning across schools.		*	* P	*			*
5. Review and expand the "Resource Bank" of educators for use in staff development.		* P	*	*			*
6. In co-operation with the Staff Development Department continue to offer wide range of system-wide in-service sessions to assist teachers of Grades 7,8, and 9.		* P	*	*			*
7. Publish a regularly up-dated calendar of Transition Years in-service sessions across the system.		* P		*			
8. Continue support through in-service of principals as change agents and curriculum leaders.		*	* P	*			*
9. Assist staff with teacher initiated and directed professional development.		*	*	*			* P
10. In-service field-testers and implementers of new curriculum.		* P	*				*
11. Provide opportunities for teachers in feeder/receiver schools to plan and work together.			* P	*			*
12. Based on the outcomes of the research pilot re: communication strategies (see #11, 1993-94), expand implementation.		* P	*				*

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

DRAFT

1993-1994	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(C) Operations:							
1. Supervise the development and implementation of the Transition Years component of school plans according to Ministry of Education and Training and Hamilton Board of Education policies.			* P				*
2. Supervise the development and implementation of the Transition Years component of the Area Plan to ensure consistency and continuity in development of 7–8–9 programs.		*	* P				*
3. Share school and area initiatives with the Superintendent of Program.			* P				*
4. Review school organizations including semestering with principals as part of Transition Years planning.	*	*	* P				*
5. Continue to determine operational policies system–wide and school–wide as issues arise.	*	*	* P				*
6. Address identified issues re: use of time and space in schools for integrated delivery of program.		*	* P		*	*	*
7. Continue to work with teachers' federation representatives to facilitate contractual agreements to meet the requirements of Transition Years programs.	*	*	*	* P			

DRAFT

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

1994-1997	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(C) Operations: 1. Continue to supervise the development and implementation of the Transition Years component of school plans according to Ministry of Education and Training and Hamilton Board of Education policies.			* P				*
2. Continue to supervise the development and implementation of the Transition Years component of the Area Plan to ensure consistency and continuity in development of 7–8–9 programs.		*	* P				*
3. Continue to share school and area initiatives with the Superintendent of Program.		*	* P				*
4. Revise school organizations with principals as required to meet school needs.	*	*	* P				*
5. Continue to determine operational policies system–wide and school–wide as issues arise.	*	*	* P				*
6. Address identified issues e.g. use of time and space in schools for integrated delivery of program.		*	* P		*	*	*
7. Continue to work with teachers' federations to facilitate contractual agreements to meet the requirements of Transition Years programs.	*	*	*	* P			

IMPLEMENTATION PROCEDURES

P - Primary Responsibility

DRAFT

1993-1997	ROLES AND RESPONSIBILITIES							
	Director's Office		Sup. of Prog.	Sup. of School	Sup. of H.R.	Sup. of Plant	Sup. of Finance	Princ.
	Director	Public Relations Officer						
(D) Communications: 1. Continue to communicate with parents on an ongoing basis in a variety of ways (eg. newsletters, Parents' Nights, Home and School Associations).	*	*	*	*				* P
2. Continue to prepare and distribute newsletters and information sheets regarding the Transition Years e.g. "Making the Transition", "Program Matters".		*	* P					*
3. Continue to publish conference and visitation notes.			* P	*	*			*
4. Continue to prepare and distribute Fact Sheets for Parents.		*	* P					
5. Continue to explain pertinent information about The Transition Years to the community through radio, television and newspaper coverage.	* P	*	*	*				
6. Continue to present pertinent information and plans to Home and School Associations and other community groups.	*	*	*	*				* P
7. Continue to work through the Advisory Committee to maintain liaisons with the community.			* P					

APPENDIX IV

PLANNING & PREPARATION IN 1992-93 FOR GRADE 9 DESTREAMING IN SEPTEMBER 1993

i) Implementation Procedures for Transition years (1992-93)
ii) Specific Issues Addressed in Implementation Procedures (1992-93) for Grade 9 Destreaming in September 1993 with Financial Implications
   a) Program
   b) Staff Development
   c) Operations
   d) Communications

The Board of Education for the City of Hamilton

May 1993

PROCEDURES FOR PLANNING AND PREPARATION FOR IMPLEMENTATION OF TRANSITION YEARS IN SEPT. 1993

P - Primary Responsibility

1992-1993	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(A) Program: 1. Collect appropriate information about the Transition Years from a variety of sources.	*	* P	*	*	*	*	*
2. Synthesize the relevant information for planning purposes.	*	* P	*	*	*	*	*
3. Establish a Transition Years Development Committee with three working groups (Curriculum, Staff Development, School Organization).		* P					
4. Complete courses of studies for Grade 9 destreamed classes for September 1993.		* P					
5. Review current curriculum and resources for Grades 7–9 according to the Transition Years Policy Program Requirements and *The Common Curriculum, Grades 1 to 9.*		* P	*				*
6. Review program components of the Middle School Development Committee Report to determine philosophical/practical alignment (or correlation) with The Common Curriculum, Grade 1 to 9.		* P	*				*
7. Develop a generic skills list that can serve as a part of the foundation for new curriculum development.		* P					
8. Develop a model for integrated delivery of curriculum based on *The Common Curriculum, Grades 1 to 9.*		* P					
9. Begin to develop second generation documents based on the learning outcomes in *The Common Curriculum, Grades 1 to 9* for knowledge, skills, and values.		* P					
10. Review curriculum needs for Skills and Technology Centre.		* P	*				
11. Plan for a review process to evaluate program effectiveness in collaboration with the Research and Psychological Services Departments.		* P					

P - Primary Responsibility

1992-1993	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(B) Staff Development:							
1. Establish School Transition Years Teams to help manage change and staff development at the school level.							* P
2. Identify appropriate areas of staff development for teachers and include in the school plan. e.g. • the Transition Years background • *The Common Curriculum, Grade 1 to 9*: philosophy, policies and practices • Characteristics of the early adolescent and implications for instructional delivery. • teaching, assessment and evaluation strategies for multi–level classes • modification through differentiation of program (for special needs and ESL students) • strategies for active learning • student support programs							* P
3. Conduct school in–service sessions to meet identified needs		*	*				*P
4. Establish Area Transition Years Teams to provide, among other things a forum for joint planning and in–service among schools.			* P				
5. Collect, synthesize, and use appropriate information from other schools and Boards (Ministry and other pilots).		* P	*	*			*
6. Assist principals with issues related to their role as change agents and curriculum leaders.		*	* P	*			*
7. Establish "Resource Bank" of Hamilton and area educators to assist schools with staff development.		*		* P			
8. Offer a range of system workshops to help teachers prepare for Sept. 1993.		* P		*			
9. Provide for teacher–initiated and directed professional development opportunities.							* P
10. Coordinate, compile, publish and provide follow–up sessions for school results from the use of Ministry of Education Transition Years In-Service Funding.		* P	*				*
11. Provide in–service for content, delivery and evaluation of destreamed Grade 9 classes..		* P	*				*
12. Create with the Staff Development Department, a calendar to include all system staff development initiatives in the Transition Years.		* P		*			

P - Primary Responsibility

1992-1993	ROLES AND RESPONSIBILITIES						
	Director	Sup. of Prog.	Sup. of School	Sup. of H R.	Sup. of Plant	Sup. of Finance	Principals
(C) Operations:							
1. Supervise the development and implementation of the Transition Years component of school plans according to Ministry of Education and Training and Hamilton Board of Education policies.			* P				*
2. Supervise the development and implementation of the Transition Years component of the Area Plan.			* P				
3. Share school and area initiatives with the Superintendent of Program.		*	* P				*
4. Review school organizations with principals as part of Transition Years planning.			* P				*
5. Review School Organization Report of the Middle School Development Committee to determine alignment with Transition Years Program Policy Requirements.		*	* P				*
6. Develop procedures for school operational issues: e.g. – promotion in the Transition Years – procedures for remediation and enrichment within and across classes – policies and procedures for "reaching back" and "reaching ahead – transcripts	*	*	* P				*
7. Establish criteria for staffing in the Transition Years. e.g. – hiring new staff – placing existing staff – developing and supporting teams	* P	*	*	*		*	*
8. Develop established lines of accountability and reporting for staff during the period of change leading to full implementation in Sept.'96.	* P	*	*	*	*	*	*
9. Work with teachers' federations to facilitate contractual agreements to meet the requirements of Transition Year programs.	*	*	*	* P		*	*

P - Primary Responsibility

1992-1993	ROLES AND RESPONSIBILITIES							
	Director's Office		Sup. of Prog.	Sup. of School	Sup. of H.R.	Sup. of Plant	Sup. of Finance	Princ.
	Director	Public Relations Officer						
(D) Communications: 1. Communicate with parents on an ongoing basis in a variety of ways (eg. newsletters, Parents' Nights, Home and School Associations).	*		*	*				*
2. Present the Transition Years Guideline for Planning and Implementation to the system as a means of beginning the task.			* P	*				*
3. Prepare and distribute newsletters and information sheets regarding the Transition Years e.g. "Making the Transition", "Program Matters".		*	* P					*
4. Publish conference and visitation notes.			* P	*	*			*
5. Prepare and distribute Fact Sheets for Parents.		*	* P					*
6. Explain pertinent information about The Transition Years to the community through radio, television and newspaper coverage.	* P	*	*					
7. Present pertinent information and plans to Home and School Associations and other community groups.	*		*	*				* P
8. Establish Transition Years Advisory Committee to create links with many areas of the community.			* P					
9. Present Implementation Plan and Procedures to the system.			* P	*				

TRANSITION YEARS DEVELOPMENT COMMITTEE

STATUS REPORT

April, 1993

Curriculum Sub-Committee:

Working groups:

(A) *Generic skills* -- Working Draft ready for validation
"It is hoped that this document will serve as a framework in identifying essential learnings, in making connections between subjects, and to encourage the teaching of thinking " (Introduction)

1. Information Processing Skills
   a) Research Skills
   b) Processing Information Skills
2. Personal Skills
3. Communication Skills
   a) Individual Skills
   b) Group Skills
   c) Performance Skills
4. Thinking Skills
   a) Creative Thinking Skills
   b) Critical Thinking Skills
   c) Decision-Making Thinking Skills
   d) Logical Thinking Skills
   e) Problem-Solving Thinking Skills

In preparation for this document, the committee studied generic skills lists from other Boards (through the Superintendents' Curriculum Cooperative) and from a library literature search.

B. *Models for integrating curriculum* - Working Draft ready for validation.

The committee has studied models for integrating curriculum and has recommended a procedure for staffs as they begin to plan for learning outcomes that must be met through integrated delivery of curriculum.

C. *Assessment and Evaluation* -- Draft material will be ready by the end of May for validation.

The committee is compiling a package of Assessment and Evaluation tools for teacher use in the Transition Years.
a) Philosophy of Evaluation
b) Definition of Terms
c) Model (Matrix of purposes of evaluation/evaluation tools)
d) Samples

D. *Alternatives for remediation and enrichment within and beyond the school day* -- in progress.

E. Correlation of material developed by the *Middle School Development Committee* with The Transition Years -- plan developed in conjunction with the Staff Development Sub-Committee.

Staff Development Sub-Committee

Mandate:

* support school and area Transition Years teams in their plans (by providing resources, networks, etc.)
* coordinate Transition Years P.D. activities across the system
* provide opportunities for in-service
* work cooperatively with the Curriculum Sub-Committee to create a Resource Bank of Hamilton educators who are willing to offer workshops, storefronts or act as coaches and mentors.
* continue with the action plan developed by the Staff Development Sub-Committee of the Middle School Development Committee
* in cooperation with the Program Coordinators and Curriculum Sub-Committee, provide opportunities to in-service staff on new curriculum as it is developed.
* coordinate the sharing of project results from the use of Ministry of Education and Training Transition Years funding

1. *Data collection*:
   * focus of each middle and secondary school (identified in the School Plan)
   * teachers who are willing to take leadership roles in staff development to create the Resource Bank
   * in-service needs from a list of topics

2. *"60 Minute" In-Service Sessions* (May and June)
   * "Basic, General & Advanced in one Class? How Will I Cope?"
   * "Meeting Students' Needs in Destreamed Classes" (modification of programs)
   * "Co-operative Learning" (a four-part series)

3. *Calendar of in-service sessions* by co-ordinators, Heads In Training Design Teams, and "60 Minute" Sessions -- published for April/June.

4. *Action Plan* (in development) to:
   * validate the results of the review in middle schools
   * create a school-level and area-level implementation plan for grades 7, 8 and 9 for the parts of the Middle School Report that apply to the Transition Years (e.g. Needs of the Transescent Learner, Ideal Curriculum, Teacher Role, Active Learning.)

5. Contribute to *Fact Sheets for Parents.*

School Organization Sub-Committee

Mandate:

* develop a range of models for school organization which are consistent with Transition Years philosophy
* propose an Implementation Plan for schools as they move to reorganization to deliver the common curriculum

1. Collection of timetables and organizational structures from schools within Hamilton and from schools in other Boards.

2. Data search -- Ministry of Education and Training Data Disk on Pilot Projects.

3. A Draft Document will be ready for validation by the end of May:
   * Program considerations
   * A checklist of considerations when changing a timetable
   * Models of school organization -- presented three ways (school, teacher and student timetables)
   * Advantages and disadvantages of the various models
   * Recommendations and implications

Steering Committee:

Mandate:
* steer and coordinate the work of the three sub-committees
* design procedures to share/vet/validate/implement material as it is developed
* provide a communication link with other organizations through representation on the committee (i.e. HSSPC PD, HPA PD, Secondary School Development Committee, Area Supervisors, French Language Section, Staff Development Department)
* act in an advisory capacity to the Transition Years Co-ordinator.

Specific Issues Addressed in Implementation Procedures (1992-93) for Grade 9 Destreaming in September 1993 with Financial Implications

a) PROGRAM

Curriculum Review and Development

The Superintendent of Program met with all the Subject-Co-ordinators and subject department heads in April 1993 to determine the status of curriculum for grade 9 programs.

All courses of study for grade 9 programs have been developed based on existing Ministry of Education Curriculum Guidelines. Requirements for content, skills and attitude are based on a review of existing advanced and general level grade 9 courses of study with modifications for different teaching and learning styles and different assessment and evaluation needs.

Some of the courses of study have already been piloted over the past three years at Delta as well as other secondary schools.

The ESL Consultant or teachers, special education co-ordinator, consultants, LRT teachers, a Special Assignment: Gifted Teacher have been involved in various ways in the review, revision, writing, validation or piloting of most of the subject curriculum for grade 9 destreamed classes.

The Resource Teacher Handbook has been reviewed and revised to provide consistency for resource teachers across the system. The Handbook has been presented and is a working document to all resource teachers to enable them to continue to review and revise their procedures to enhance programming for students with special needs in the Transition years.

A computerized format for IPP's for secondary school students has been developed and awareness inservice is being provided for Program Management Committee members, principals, Special Education Consultants and resource teachers by area. This computer program may be used with hardware and software available through GEMS funding.

Textbook and Learning Materials

Secondary School staff have been encouraged to utilize existing texts and learning materials as they begin implementation of destreamed grade 9 programs in order to avoid costly purchasing of inappropriate texts and learning materials in the first year of implementation.

With the exception of mathematics and French, the other subject areas have indicated the appropriateness of using existing resources.

Mathematics and French Co-ordinators and department heads have determined the need for new texts that are appropriate and available and can be purchased within existing school and area budgets. In some subjects costs for duplicating will replace text usage during the initial implementation stages.

Evaluation, Assessment and Reporting

Subject Co-ordinators and department heads have developed a variety of assessment and evaluation strategies in specific subjects courses of study to provide for different needs of students and to recommend placement in grade 10 basic, general and advanced courses.

There will be no changes made to the system report format for 1993-94; however schools are encouraged to develop supplements to the existing format to enable more frequent contact with parents

b) STAFF DEVELOPMENT

Inservice

In October 1992 School proposals were received and submitted to the Ministry of Education for Inservice Funding

In March 1993 a meeting was held with principals regarding criteria for inservice and methods of reporting use of funding and results of inservice.

Inservice funding ($43,900) was received in April 1993 from the Ministry of Education and Training for Transition Years.

Summary of Inservice Activities

Within approved Budget allocations to the Program Department, the Human Resources Department, Areas and Schools, inservice and staff development activities have been planned and continue to be provided for Grade 9 teachers. Following is a summary of inservice activities to date:

Program Department
Transition Years Principals' Meetings
Area Transition Teams
School Transition Teams
Train the Trainer
February 12 P. A. Day
April 30 P. A. Day
"60 Minute" Workshops

Details of each inservice activity are included within appendix IV ii b.

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2538

100, rue Main ouest
Hamilton (Ontario)
Téléphone (416) 527-509
Fac-similé (416) 521-253

Office of the Superintendent of Program

Bureau du surintendant des programme

Date: 1992 09 02

To: Superintendents of Schools
Area Supervisors
Middle School Principals
Secondary School Principals

From: E. G. Bond, Superintendent of Program
C. Ramberan, Transition Years Co-ordinator

Re: Ministry Funding for Professional Development for Teachers of Grades 7, 8 and 9 in the 1992-93 School Years

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In June all principals received Policy/Program Memorandum No. 115 re: Program Policy for Elementary and Secondary Education.

Attached is the memo from Carola Lane dated June 16, 1992 about Ministry funding for In-service Programs for teachers of Grade 7, 8 and 9.

The Hamilton Board of Education will submit one proposal including as many school and area based initiatives as we can for the limited funding available.

Please submit your request to Carol Ramberan using a format similar to the attached form by October 5, 1992. Carol will prepare the Board submission and send it in.

In preparing you submission your staff might want to study "The Transition Years Internal Discussion Paper" especially for information about the "Criteria for School Programs and Services, "The Common Curriculum" and "Learning Outcomes".

We look forward to meeting with you and your Transition Years Teams. Please contact Carol Ramberan if you have any questions or concerns.

Thank you.

:ha

Attach.

c Program Co-ordinators

Mailing Address
P.O. Box 2558
Hamilton, Ontario

Adresse postale
C.P. 2
Hamilton (Onta

The Tra[illegible]ion Years Program for Teacher In-Service
Proposal for Funding

School:_____ Principal_____

A. Goal of the Project:

B. Objectives (Linked to Teacher In-Service Program Criteria):

C. One Year Plan for Teacher In-Service

1)

Activities	*Timeline*	*Resources* -People -materials	*Expected Outcomes*	*Procedure to Monitor a[illegible] Evaluate the Project*

2) Itemization of Budget

3) Links with: Guideline For Transition Years Planning And Implementation

Ontario

Ministry of Education

Ministère de l'Éducation

325-2373 22nd Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

étage
Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

MEMORANDUM TO: Directors of Education

FROM: Carola Lane

DATE: June 16, 1992

SUBJECT: Availability of Funds for In-Service Programs for Teachers of Grades 7, 8, and 9

On June 15, 1992, the Minister of Education announced funding for the professional development of teachers of Grades 7, 8, and 9 in the 1992-93 school year.

$2.75 million for teacher in-service will be available to all school boards and all minority-language sections meeting the attached criteria. All boards and sections will be eligible for a basic grant of $5,000. An additional amount based upon the total number of Grades 7, 8, and 9 pupils in the board or section above 500, as identified in the September 1992 school reports, will be made available.

Funds are for in-service programs that respond to the needs identified by the Grades 7, 8, and 9 teachers in your board or section. These programs must demonstrate a strong commitment to equity, excellence, accountability, and partnerships, and must allow teachers to exercise their professionalism through their direct involvement in their own training. Partnerships among school boards and between school boards and federations are encouraged.

Boards and sections can apply for funding using the enclosed package of materials. If two or more boards or minority sections co-operate a joint submission will be accepted.

.../2

Submissions for funding should be sent to the appropriate Regional Office as soon as possible but no later than October 15, 1992. Boards or section of boards will be advised as soon as possible after the receipt of their proposal.

The ministry will monitor activities, collect the materials produced as a result of the in-service and make them available to all boards and sections.

The attachments contain details of the criteria to be met for funding. Further information may be obtained through the following Regional Offices of the Ministry of Education:

Central Ontario Region
Suite 3201
2025 Sheppard Avenue East
North York, Ontario
M2J 1W4

Northeastern Ontario Region
P.O. Box 3020
447 McKeown Avenue
North Bay, Ontario
P1B 8K7

Eastern Ontario Region
4th Floor, 1580 Merivale Road
Nepean, Ontario
K2G 4B5

Midnorthern Ontario Region
7th Floor, 199 Larch Street
Sudbury, Ontario
P3E 5P9

Northwestern Ontario Region
1st Floor, Ontario Government Bldg.
P.O. Box 5000, 435 James Street South
Thunder Bay, Ontario
P7C 5G6

Western Ontario Region
759 Hyde Park Road
London, Ontario
N6H 3S6

Carola Lane
Assistant Deputy Minister
of Education

TEACHER IN-SERVICE PROGRAM CRITERIA

GRADES 7, 8, AND 9 (TRANSITION YEARS)

All plans for teacher in-service programs must include:

- strategies to meet the needs of adolescent learners in English and/or French-language schools;

- ways to enhance equity and provide quality programs for all learners including Native students, racial minorities and exceptional pupils. The following strategies address priority areas to be considered:

  * teaching/learning strategies that are relevant to the diversity of learning styles, linguistic, geographic, ethnocultural, socio-economic and learning backgrounds of adolescents
  * innovative ways to enhance equity of outcomes for both male and female students
  * assessment/evaluation strategies and effective ways of reporting achievement to parents and the community
  * program modification/support strategies
  * different ways of organizing time and space within a school
  * new ways of creating school/community partnerships for preparation of career, work and life education;

- effective partnerships and collaboration
  * among staff in elementary and secondary schools who teach the various subject areas
  * among teachers, administration, and resource personnel
  * with parents and community
  * with teacher federations;

- creative ways of using resources effectively;

- a process that is continuous and ongoing;

- a commitment to share any deliverables developed during the project such as plans for in-service, materials or videos with other boards and sections;

- the active involvement of teachers in the process of change.

..../2

INFORMATION REQUIREMENTS

The plan must include the following:

1. the name of the school board and/or section of the board and the signature of the Director of Education;

2. the name, title, address, and telephone number of the contact person;

3. a one year plan outlining the timelines and tasks to be accomplished;

4. a description of the nature and frequency of staff development and in-service training for teachers in the Transition Years;

5. an outline of the methods to be used to monitor and evaluate the project;

6. a commitment to share any deliverables developed during the project such as plans for in-service, materials or videos with other boards and sections;

7. a budget outline detailing anticipated expenditures;

8. a commitment by the applicant board to establish an account, suitable for audit purposes, which will provide financial accountability for the funds received;

9. an outline of how the proposal addresses the in-service program criteria;

10. the names of teachers and staff members who developed the proposal.

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

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Hamilton, Ontario
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Fax (416) 521-2536

100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2536

APPLICATION FOR FUNDING
TEACHER IN-SERVICE, GRADES 7, 8 AND 9

BOARD: HAMILTON BOARD OF EDUCATION

CONTACT PERSON: Carol Ramberan, Transition Years Co-ordinator
Hamilton Board of Education
416-527-5092 Ext. 434

DESCRIPTION OF THE PROPOSAL:

On September 2, 1992, the Superintendent of Program and Transition Years Co-ordinator sent a copy of the memo from Carola Lane (June 16, 1992) with a cover letter and sample proposal form to Superintendents of Schools, Area Supervisors, and Middle School and Secondary School Principals. Proposals were submitted to the Transition Years Co-ordinator by October 5, 1992.

~~Eight~~ 13 secondary schools and two middle schools submitted specific proposals for funding. The Hamilton Board of Education's application for funding is based on the plans of the participating schools, and on the needs of the Transition Years Development Committee, which will be creating a framework for the core curriculum, models of school organization and coordinating staff development initiatives during the coming year.

Participating schools: Delta, Hill Park, Norwood Park, Scott Park, Sherwood, Sir Allan MacNab, Sir John A. Macdonald Westdale, Westmount, and Viscount Montgomery. Add: Ainslie Wood, Barton, Parkview, Sir Winston Churchill

Each school submitted plans based on the Goal of their Project, Objectives (Linked to Teacher In-Service Program Criteria), a One-Year Plan for Teacher In-Service with activities, timeline, resources, expected outcomes and a procedure to monitor and evaluate the project, an itemization of budget and the link with the system Guideline for Transition Years Planning and Implementation (attached).

Highlights of the Plans:

Sample activties planned by staff in the schools:

* intervisitations, joint in-service sessions and joint planning
  -- middle schools and secondary schools
* visitations to Pilot Schools (Ministry of Education and others)
* leadership in-service retreats (primarily for secondary school department heads' groups)
* joint in-service and planning
  - strategies to link program in composite/vocational schools
  - cross-disciplinary curriculum
* speakers from our Board, other Boards, the Ministry of Education, community resource people, OISE, etc.-
* review of current research
* in-service sessions on such topics as equity issues, cooperative learning, learning styles, needs of the early adolescent learner, students at risk, retention issues, team building, team planning, assessment and evaluation
* linking with community resources

Timelines: All schools indicated that their in-service sessions should begin immediately and last until June, 199[illegible]. Several indicated that there is a need for a summer institute on cooperative learning and other strategies for addressing the needs of learners in grades 7, 8 and 9.

All schools indicated that their in-service would be on-going, and would be integrated into their school plans for 1992-1993.

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

Monitoring and Evaluation:

- All submissions included a plan for monitoring and evaluating their initiatives.
- In addition, the Accountability component of the system Guideline for Transition Years Planning and Implementation provides for the principal, Area Supervisor and Superintendent of Schools to monitor, assess, update and evaluate Transition Years components of school plans
- Sample suggestions from schools: staff log, task/timeline guidelines established and met, specific products, "before /after inventories", written reports, provisions for communication of progress to and from school, area, and system teams, information updates, informal and formal feedback, and evaluation forms from staff, parent, students, and community.

Sharing of our Learnings:

Participating schools and the Transition Years Co-ordinator will compile information to share with other schools within the Hamilton Board and with other Boards. Suggestions from schools include both print and multi-media resources. The inter-library loan service, conference presentations, collaboration with other Boards in compiling a resource bank, and the sharing of resource people are all realistic possibilities. We will be linked with other Boards through the "Creating a Culture of Change" electronic network to be established by OTF and the Ministry, as well, as we see this as a valuable resource in inter-board communication.

In-Service Program Criteria

Schools indicated which criteria on which they would like to concentrate. Among the various initiatives all the criteria are met. The most popular were "strategies to meet the needs of adolescent learners", all the equity issues, assessment / evaluation / reporting strategies, different ways of organizing time and space, and collaborative partnerships between middle and secondary schools and between schools and the community.

Budget:

The Hamilton Board of Education Budget Manager, Lucy Veerman, has arranged for an account, suitable for audit purposes, to provide financial accountability for the funds we receive for this in-service initiative.

Proposed budget:

Occasional teachers for release time for staff: • visitations -- inter-school and inter-Board • cross-school and cross-department in-service / peer coaching/ planning time • team writing time • conference and workshop attendance • speakers	$31400.00
Conference/workshop registration fees	$ 5000.00
Transportation	$ 1500.00
Resource / research material	$ 1000.00
Duplicating costs	$ 2000.00
Speakers (for staffs, Transition Years Teams and parents)	$ 3000.00
French Language Section (separate submission)	$ 5000.00
	$ 48900.00

Carol A. Ramberan
Transition Years Co-ordinator

Keith A. Rielly, Director
The Board of Education for the City of Hamilton

October 14, 1992

Hamilton Board of Education
100 Main Street West,
Hamilton, Ontario
L8N 3L1

Fax: 521-2538

Making the Transition

Carol Ramberan
Transition Years
Co-ordinator

527-5092 ext. 434

TO: Principals of AINSLIE WOOD
BARTON
DELTA
HILL PARK
NORWOOD PARK
PARKVIEW
SCOTT PARK
SHERWOOD
SIR ALLAN MACNAB
SIR JOHN A. MACDONALD
SIR WINSTON CHURCHILL
WESTDALE
WESTMOUNT
VISCOUNT MONTGOMERY
Add: Glendale

FROM: E. G. Bond, Superintendent of Program
Carol Ramberan, Transition Years Co-ordinator

DATE: March 15, 1993

RE: ***Ministry of Education In-Service Funding for the Transition Years***

As you know, the demand for this money greatly exceeds the amount we are receiving from the Ministry.

Since the Hamilton Board of Education was allotted only $48,900, $5000 of which was allocated by the Ministry for the minority language section, we could not, unfortunately, honour the full amount of your requests. In fact, some submissions needed to be 'cut back' drastically. When we sent the memo to schools in September, we did not know how much money Hamilton was entitled to, and that lack of knowledge hampered our process somewhat.

Allotments were made on the basis of the quality and completeness of the submissions. All submissions were to include the following information (from the sample "Proposal for Funding" sheet): Goal of the Project; Objectives; a One - Year Plan for Teacher In-Service including the Activities, Timeline, Resources, Expected Outcomes and Procedure to Monitor and Evaluate the Project; and an Itemization of Budget. The Objectives were to be linked to the Teacher In-Service Program Criteria listed in Carola Lane's memorandum of June 16, 1992.

Since the Board is accountable for the expenditure of these funds, it was important that each recipient develop, in the proposal, a plan for sharing what is learned through the use of the funding.

The amount allocated to each school, therefore, was dependent on:

* the completeness of the submission;
* the correlation between the school's objectives and the criteria listed in Carola Lane's memo;
* the commitment stated in the proposal to share the results of teachers' professional development; and the plans for accountability submitted with the proposal.

When I called Ministry officials today, I was informed that the letter authorizing the release of the funding and the cheque were prepared on Friday. We can now proceed with our specific plans.

John Paterson in the Finance Department has set up the following accounts for our use:

Revenue:	# 194498
Salaries (all payroll expenditures)	# 194191
All other expenses (conference fees, speakers, research materials, duplicating, transportation, etc.)	# 194381

When you authorize the use of occasional teachers, please indicate on the time sheet: Special Account # 194191.

Conference sheets should be sent to Carol Ramberan for authorization.

If your submission included **specific requests** for conference funds, speakers for your staff or Area, research materials, please indicate: Special Account # 194381.

Please send Carol copies of all expenses so that she can keep an up to date balance sheet for Ministry audit purposes.

The Staff Development Sub-Committee of the Transition Years Development Committee has agreed to co-ordinate the compilation and sharing of information gathered by your staff in this in-service program. Members of the committee will be contacting you about your plans.

Good luck with your plans. If you have questions or concerns, please contact Carol at Ext. 434. Thank you.

School: _____ Allocation: _____

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EGB
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PROGRAM DEPARTMENT
IN-SERVICE FOR THE TRANSITION YEARS

SPECIAL EDUCATION

* Area Consultants: - on writing teams (e.g. History, English, Math, and Music)
  - on Transition Years Development Committee (Curriculum and Staff Development Sub-Committees)
* Involvement in teacher in-service:
  - Math teachers -- 3 LRTs; 2 ESL teachers
  - History -- LRTs and ESL teachers
  - Geography - Special Ed. specialist
  - English - Special Ed consultant
  - French (Core and Immersion)
    - Jan. - city-wide in-service - Area special education personnel
    - Monthly in-service through Language Heads *re* program modification for exceptional students, tracking students' progress, etc.
    - May - June, 1993 -- will focus on evaluation for destreamed classes including program modification for identified and special needs students.
  - Visual Arts - consultant - behaviour issues
* Learning Resource Teachers continue to work with teachers on individual staffs *re* program modification -- They are leaders and in-school resources for strategies that work in destreamed classrooms.
* DARTS will continue to be an integral part of delivery of program in destreamed classrooms in grade 9. Teachers at the secondary level have been involved more this year than in the past -- excellent in-school professional development
* Special Education personnel are part of each Heads-In-Training Design Team for in-servicing teachers this spring.
* April 22 Tri-County Special Education Symposium -- focus on The Transition Years
* April 21 workshop presented by Dr. Janice Tomlinson on "Students with Language Learning Disabilities" to system Learning Resource Teachers (focus on students in The Transition Years) -- one of monthly in-service sessions for city-wide Learning Resource Teachers.
* Psychological Services -- summary of research related to destreaming and student success -- presented to teachers at the February 12 PD Day and the April 30 OSSTF Day.
* Gifted:
  - February 25 - Presentation on programming for the gifted for Sherwood/Barton staffs at Area 4 Storefront afternoon.
  - Train the Trainer awareness workshop -- developed and delivered (April 5) in Area 4 -- to be adopted/adapted in the other Areas
  - 60 Minute Workshop, May 12 -- Meeting the needs of *all* learners in a destreamed class through differentiation of program

- OSSTF P.D. Day presentation, April 30: Meeting the needs of *all* learners in a destreamed classroom
- LRT/GLRT in-service in Areas 1, 2, 3, and 4 on differentiated programming; continuing support for this group
- May 19 - City-Wide in-service for LRTs on "Programming for Bright Children in the Regular Class"
- curriculum review, planning and development with each subject co-ordinator
- meetings with and presentations to parents of Transition Years able/talented/gifted students in Areas 1, 2 and 4
- meetings with secondary principals *re* meeting needs in destreamed classes
- May 4 presentation to Program Management Committee

* Development and in-servicing of Computer Program to facilitate record keeping for secondary Learning Resource Teachers (e.g. student profiles, tracking, and reporting)

THE ARTS

Dramatic Arts

* Drama Curriculum In-service, Transition Years
  - February 12
  - March 9
  - April 20
  - May 11
  - May 18

Music

* Music Transition Years Development Team meets monthly (Grades 7, 8 and 9)
* Music Transition Years Validation team will respond as curriculum is developed. Target for field test is September, 1994.
* Department Heads -- currently working on differentiated program matrix for knowledge, skills and affect (Grade 9)
* Program in September, 1993 will continue as destreamed.

Visual Arts

* AVI1D completed, summer of 1992
* Heads' in service (October, 1992 - February, 1993)
  - The Transition Years: What and Why?
  - Characteristics of the learners
  - What will the classroom look like?
  - Networking with Grades 7 and 8
  - Overview of the document

* Teachers and Heads (March. 1992 - June. 1993)
  - Priortizing Needs
  - Content
  - Methodology and Modification
  - Evaluation

LANGUAGES

English

* System validation of learning outcomes. Grades 7 - 12 -- Feb. 12. 1993

* English Curriculum (Grades 7 - 12) In-Service for Department Heads:
  - March 24
  - April 21
  - May 19
  - June 9
* For Area Teams:
  - Area 1: April 5
  - Area 2: March 29
  - Area 3: April 7
  - Area 4: March 29
* For Vanier: April 7

* English Curriculum In-Service. Transition Years. Grades 7-9:
  - for grade 7. 8 and 9 teachers:
    May 10
    May 17
    May 25 (and possibly a June date)

* Other in-service will be added as apropriate on a needs-basis as implementation proceeds.

Core French & French Immersion

* On-going monthly in-service for Heads of Languages and French Immersion (Heads assume responsibility for sharing information with department members.)

September - April - the Delta experience (FSF1W)
  - the curriculum for September. 1993
  - a review of new textual resources
  - sharing information on visits to destreamed schools in other Boards
  - strategies for grouping students
  - evaluation practices (grades 7. 8 and 9)
  - April - Co-ordinator visited each Head of Department - school in-service

May - June: teaching strategies, program modification and evaluation of Grade 9 (for teachers of grades 7, 8 and 9)
- Draft learning outcomes for Core French (grades 4 through 9): implications for instruction, evaluation and reporting (for all teachers of these grades)

MATHEMATICS, SCIENCE, AND TECHNOLOGY

Mathematics

- January -- Delta destreamed course distributed to each mathematics department
  - Each teacher who will teach the destreamed course in September, 1993, visited Delta for a half day in-service with the department head.
  - These teachers are now using topics from the destreamed course in their second semester grade 9 classes.
- February 12 P.D. Day -- workshops on teaching strategies for destreamed classes
- Mid-May - A detailed course description written for grade 9 by a committee of 8 teachers will be completed, and in-servicing of grade 9 teachers will begin.
- Series of 6 workshops on teaching topics in a destreamed class -- offered system wide this spring.
- Mathematics Departments are conducting in-service sessions in their respective schools.
- Ontario Association for Mathematics Education -- 3-day conference in May in Windsor -- Focus: "Teaching the Destreamed Class". Many mathematics teachers have applied to attend.
- Evaluation and materials for next year - focus of department heads
- Series of weekly or bi-weekly in-service sessions and problem-solving sessions for teachers of grade 9 -- starting in September

Science

- Science Evaluation Forum -- April 26, 1993 -- for all grade 9 teachers
- In-service on a regular basis by Co-ordinator with individual school departments according to needs.
- May 11 -- Heads' meeting -- needs assessment for this spring and fall.

Technological Education

1988-1992:

- In-service with Department Heads began in 1988 with the writing of new curriculum based on new Ministry Guidelines.
- Full-day in-service sessions (P.D. Days) to form roundtable groups (subject groups to develop curriculum)
- On-going in-service on new equipment and new curriculum
- "Train-the-trainer" type of in-service initiated

1992-1993:

- Curricula for Communications, Construction, Manufacturing, Transportation, several Services and Design and Technology completed and distributed to all schools -- roundtables adapting to the needs of each school.
- Co-ordinator met with other program co-ordinators' meetings to explain and explore opportunities for integration.
- Integration of technological education with general studies and the in-service of the general studies teachers -- beginning
- Monthly roundtable meetings develop specific transition years student outcomes and modules
- Co-ordinator -- meeting with all secondary school technological staffs individually in April and May to address individual concerns.

SELF AND SOCIETY

Business Studies

- In-service at Heads' meetings -- progression of topics from awareness of the Transition Years to teaching and evaluation strategies
- Teaching strategies for multi-level classes for Heads, Assistant Heads, and teachers -- April workshop
- In-service sessions for teachers on Keyboarding and Introduction to Business
- Co-op for special needs students (TWEP, SALEP, former Basic Level, and Able/Talented/Gifted) -- committee working since October, 1992 with plans for implementation for September, 1993
- Through Co-op, development of a job-shadowing program for grades 7, 8 and 9 (pilot, February, 1994)

Family Studies

- February 12 P.D. Day: identification of knowledge, skills and values outcomes for Grade 9 Family Studies students
- In-service on:
  - cooperative learning
  - assessment and evaluation
  - behaviour management
  - Parallel Perspectives (Scarborough video-tape)
- Interface between middle and secondary teachers
- May 31 -- In-servicing of the new curriculum - Heads and Grade 9 teachers
- October, 1993 -- workshop series emphasizing active and co-operative learning strategies for Grade 9.

Geography

- W-course written - 1991-2
- 1992-3 -- further writing and field-testing
- February 12 P.D. Day - workshops/presentations by Delta teachers on:
  - evaluation
  - sample lessons
  - high/medium/low levels of independence and quality in classroom assignments
- April 19 -- Presentation of Draft Course - core units
  - Action Plan for curriclum, resources, and evaluation strategies

Guidance

- Feb. 12 P.D. Day Presentation: "Why Change?"
- Heads' Meetings
  - coding of classes
  - how to deal with students "reading back" for grade 9 courses
  - organization of destreamed grade nine classes
  - Guidance as part of Self and Society

History

- W-course written in 1991
- 1992-1993
  - continued field-tesing at Delta
  - visit of city teachers to Delta
  - Delta staff to other schools
- January, 1993 Heads meeting -- open to all secondary and middle school teachers: "The needs of the Transescent" -- application in a History classroom

* February 12 P.D. Day: presentations/workshops by teachers from:
  - Delta
  - Scott Park
  - Sir John A. Macdonald
* April 13: Round table/forum -- opportunity for all teachers to hear and talk with Delta and Scott Park teachers
* May 11 - Follow up to round table/forum
  - Needs Assessment and Action Plan

Physical and Health Education:

* Outcomes developed for PHM/F1D
* February 12 PD Day -- teaching strategies and indicators of student achievement
* May 10, 1993 -- generic city model to department heads
* May - June -- School development and in-service

TRANSITION YEARS PRINCIPALS' MEETINGS: IN-SERVICE COMPONENTS

Program Department Members, Area Supervisors, Junior/Middle School Consultants are also invited to these meetings.

Oct. 21, 1992
(Middle school principals only)

PRESENTATIONS:
* Evaluation of Implementation of Violence Prevention Units
  -- Dr. Donna Mitchell and Linda Woolfrey-Cooper
* Design and Technology Update - Jim Kerr
* Programming for Gifted Students - Ethel Thayer
* Middle School and the Transition Years -- What's the Correlation?
  -- Carol Ramberan

WORKING SESSION:
* Staff Development Action Plans - sharing School Plans
* Data Collection Sheets -- each school's focus for the year; interface initiatives planned for this year; staff members who can act as workshop or storefront presenters, coaches or mentors.

Nov. 18, 1992
(Middle and secondary principals)

* INTRODUCTION: The Principal's Role in Planning Staff Development in the Transition Years

* WORKING SESSION:
  - feeder/receiver school groupings -- sharing staff development components of school plans
  - giving input to the planning committee for the Feb. 12 PD Day

* PRESENTATIONS:

  * Math -- Benchmarks -- George Knill
  * Middle School Arts Review -- Bruce Hosking, Russ Weil, Bill Manson

Feb. 17, 1993
(Middle and secondary principals)

* PRESENTATION: Betty Bond -- Change and its Effects in Schools
* School updates -- preparation for Sept. 1993

* WORKING SESSION: - to give input to a three-year plan for implementation
  (i) what needs to be developed at the system level for consistency; and (ii) what needs to be developed at the school level to provide for individual needs in the following areas:

-- Curriculum Development
-- Support Programs/Services for Students
-- Assessment, Evaluation, Promotion Policies (Grades 7, 8 and 9) and Reporting
-- School organization

Mar. 31, 1993
(Middle and Secondary Principals)

PRESENTATIONS:

* Gary Gibson: TV Power -- A Transition Years Media Unit
* Jeff Nichol: "Hamilton Board of Education Environmental Policy"
* Carol Ramberan: The Common Curriculum, Grades 1 to 9 -- Issues in Integrating the Curriculum (for future planning)

STOREFRONTS ON SCHOOL ORGANIZATION:

- Al Male -- Burkholder Models -- Old and New
- Jim Illman - The Viscount-Montgomery Model
- Larry Evans - Middle School Timetabling: Starting from Scratch - Issues and Variables
- Doug Trimble - Timetabling to Support At-Risk Students
- Jack Baxter - Sir Winston Churchill's Model for Sept. 1993
- Leanne Yarwood - Synopsis of the work of the School Organization Sub-Committee
- Jim Mackrory -- "Trevlac Timetabling Program" for DOS computers

May 19, 1993: (Planned)
(Middle and Secondary Principals)

PRESENTATIONS:
* Connie Kidd : Societal Context for Educational Change
* Giselle Whyte: Partners in Action Handbook

WORKING SESSION: The Common Curriculum, Grades 1 to 9.

June 16, 1993 (Planned)
Middle and Secondary Principals

PRESENTATIONS:
* Chairpersons for the three sub-committees of the Transition Years Development Committee

WORKING SESSION:
* Plan for next year

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (416) 527-5092, ext. 388
FAX: (416) 521-2537

Office of Stewart Thompson
Area Supervisor, Area One

1993 04 14

To: Carol Ramberan
Re: Request for in-service up-date (re Transition Years)

In response to your request, listed below is a brief summary of Area One staff development initiatives to support the implementation of the Transition Years:

1990/91

- Area One Transition Years Team
  - inter-visitations (middle - secondary)
  - visits to pilot projects
  - response to T.Y. discussion paper
  - workshop - Overview of The Transition Years

1991/92

- Area One Transition Years Team
  - Active Learning/Cooperative Learning workshops
    - series of six sessions (108 elem and sec teachers and administrators)
    - delivered in four content areas -Language, Math, ESL, Advisor
  - Nature of the Transescent (workshop for elem and sec teachers)
  - Transition Years Up-date (Gerry Connelly)
  - Planning for inter-visitations (focus sheet) (workshop for elem and sec teachers)
- Middle School Administrators' Meetings
  - implementing the Middle School Policy
  - six sessions - teaming
    - advisor programs
    - school planning process

1992/93

- Area One Transition Years Team
  - Train the Trainer (series of workshops for heads to in-service their department)
    - Language Team - in-service the new French and Eng curriculum
    - Self & Society Team - program delivery/class management/assessment
    - Math/Sci/Tech Team - assessment strategies
    - Arts Team - the music review - implications for change (gap analysis, plan for implementation)
      - implementing the art curric

. Middle School Administrators' Meetings
- how to manage change
- the Math review - implications for change
  - focus on program with in-service support for staff
- the new English curric - planning for implementation

. Secondary School Administrators' Meetings
- the new English curric - planning for implementation (with M.S. Administrators)

Area 2 -- In-Service for the Transition Years

1. A team of principals and teachers went to Lester B. Pearson in Scarborough.
2. A team of administrators attended a three day Institute on the Transition Years in London, Ontario (October, November, January) [Representatives from Areas 1, 3 and 4 attended as well.]
3. Fifteen heads of departments attended the "Tri-Board Role of Department Heads" in-service sessions -- A plan to share their learnings with the system is being developed.

Oct., 1992	Awareness and Needs Assessment for Department Heads
Nov. 30	Pilot Schools Presentations (5)
Feb. 1, 1993	Transition Years and Decision-Making Dianne Pennock - Ministry of Education and Training
April 5	Integrated Curriculum -- Halton model
May 17	Student Assessment and Evaluation

4. Area administrators attended a retreat in November focussing on meeting the needs of early adolescents.
5. Presentations to the Area Transition Team:
   * Delta's project
   * cross-disciplinary planning in the middle school
6. 50 - 60 staff members -- Outcome Based Education at the Ontario Association for Curriculum Development Conference in Toronto on April 29.

Area 3 -- In-service for the Transition Years

1. The Area Transition Years Team meets monthly with presentations, discussion, and planning for implementation of The Transition Years.

2. The focus in the Area is on developing interface networks among middle and secondary schools.

2. Cooperative Connections, a workshop on co-operative learning, was run February 16, February 23, March 2 and March 29 for middle and secondary school teachers. The last session, March 29, was held jointly for past and present participants with an emphasis on evaluation in co-operative learning ventures.

M E M O R A N D U M

To: Carol Ramberan, Transition Years Co-ordinator

From: Trish Fulton, Area 4 Supervisor

Date: April 7, 1993

Re: **INSERVICE FOR GRADE 9 COURSES**

In Area 4 we have addressed the need for Grade 9 Inservice through the mandate of the Area 4 Transitions Years Committee.

The following are initiatives we have completed and are continuing to support:

- Area 4 P.D. Afternoon Workshops - January 26th
  Title - Helpful Strategies for Teaching in the '90's (attached)
  - also feedback sheet attached
- Visitations between classroom teachers, department heads and administrators (attached)
- Transitions initiatives within and between schools with monetary funds
- Train the Trainer - Heads initiative
- Up-to-date materials for Committee membership to take back to their schools
- Support, especially our two secondary schools, in their inservice and preparation for destreaming by:
  - providing Resource Team assistance
  - providing money for supply teachers
  - providing accurate information
- Help principals address the planning for destreaming through the school plan process

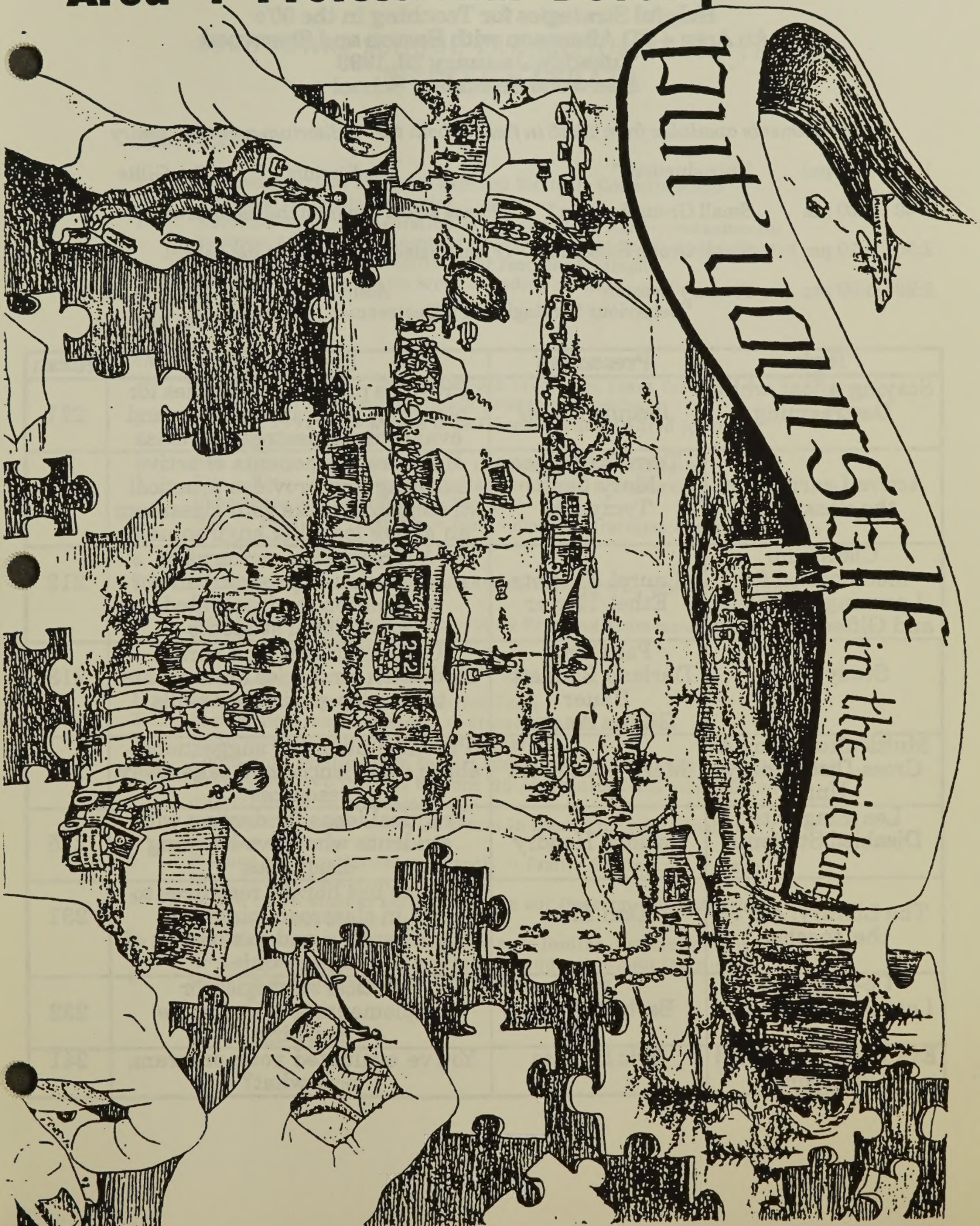
Future Plans:

- Planning for inservice on the Characteristics of the Adolescent Learner
- Continue to reinforce
    - teaching strategies
    - behaviour strategies
    - evaluation strategies
- Continue to support Train the Trainer
- Do a follow-up on O.S.S.T.F. Day
- Continue to support interface initiatives i.e. visitations

Committee Membership

Trish Fulton - Chair
Carol Ramberan, Program Department
Ethel Thayer, Program Department
Bill Manson, Program Department
Joan Morse, Sherwood Secondary School
Leann Yarwood, Sherwood Secondary School
Ron Fulton, Sherwood Secondary School
Jim Ruddle, Barton Secondary School
Sue O'Brien, Barton Secondary School
Wendy Forsythe, Barton Secondary School
Peter McCarroll, Cardinal Heights
Larry Evans, Highview
Doris Boettger, C. B. Stirling
Marg Schneider, Hampton Heights
Al Male, Burkholder
Diane Cole, Lawfield
Jennifer Wilson, Area 4 Office
Sandy Cole, Area 4 Office

Area 4 Professional Development



Helpful Strategies for Teaching in the 90's
An Area 4 PD Afternoon with Barton and Sherwood
Tuesday, January 26, 1993
Sherwood Secondary School

Refreshments available from 12:45 in front of both the Auditorium and the Library

1:10 - 1:30 pm	"Introductions"	Auditorium	Pat Gillie
1:40 - 2:20 pm	Small Group Session I	(Please select one from the list below)	
2:30 - 3:10 pm	Small Group Session II	(Please select one from the list below)	
3:20 - 4:00 pm	Plenary Session "Behaviour Strategies in a Destreamed Classroom"	Auditorium	Joe Trovato

Topic	Presenters	Description	Room
Staying afloat while Destreaming	Jacquie Spicer	Provides practical strategies for planning program delivery and evaluating a destreamed class	221
Active Learning in the classroom	Terri Gallagher Mary Jean Tyczynski	Explores components of active learning and provides practical strategies to make your classroom an active learning environment	211
Classroom modification for Learning Disabled and Gifted Students	Laurel Krawetz Ethel Thayer	Addresses the concerns of modification of program and/or evaluation for integrated exceptional students	212
Study Skills	Pat Oertel Darlene Bennett-Bauer Gillian Anchel	Organizational and verbal mediation strategies for students to develop good study skills	213
Multiculturalism: A Cross-Disciplinary Unit	Marilyn Stewart	Practical planning suggestions - share experiences and take away resources	214
Learning with Disabled Students	Lyndia Hendry	Practical ideas for dealing with students who have learning disabilities	215
The Library: Aid to the Teacher	Dan Side	How to use library resources to aid in classroom planning, implementing and evaluating of program units	231
Co-operative Learning Strategies	Barb Williams	Practical strategies for implementing co-operative learning	232
Evaluating Modified Programs	Eric Hipkiss	You've evaluated your program, now what?	241

SECONDARY SCHOOL TRANSITION YEARS TEAMS IN-SERVICE UPDATE

Ainslie Wood:

1. On-going, regular meetings with the Westdale Committee and participation in joint activities.
2. April 14, 1993 - Presentation by Ainslie Wood staff -- workshop for Business Education Department Heads, Assistant Heads and interested Business teachers on "Multi-Level Teaching Strategies."
3. Ministry of Education In-Service funding received.

Barton:

(A) In-service to date:

1. Presentation of information through Transition Years Team and Cabinet, including distribution of professional readings.
2. October, 1992 - in-service of LRT Department by Gifted Special Assignment Teacher.
3. Nov. - Jan. -- Inter-school visits to feeder schools and Delta.
4. Feb. - Mar -- In-service Cabinet and staff *re* DART process and importance for the Transition Years.
5. Mar. -- Behaviour Assistance Team - develop strategies to assist teachers -- noon-hour in-service.
6. GLRT visit to Westmount.
7. Attendance at conferences, *e.g.* Restructuring (OISE), Benchmarks, Race Relations.
8. April/May - noon-hour in-service by Resource Team members and Gifted Special Assignment teacher.

(B) Future In-Service:

1. Regular meetings of the Transition Team.
2. Regular Department meetings to discuss Transition Years.
3. In-service of identified Grade 9 teachers.
   * noon-hour sessions with Special Education consultant and Gifted Special Assignment (two sessions by June '93 *re* organizational strategies and differentiated programming).
4. Visitation to destreamed high school in London to look at English program (3 teachers).
5. Planned visits to elementary schools -- Family Studies, Art, French, Math, Special Education.
6. Review curriculum as available within our Departments under the direction of our subject co-ordinators.
7. On-going administration discussion as to loading, timetabling and special considerations for exceptional students to meet their needs.
8. Ministry of Education in-service funding received.

Caledon/Crestwood:

1. Nov. 16, 1992 -- Presentation to joint staff by C. Ramberan: "Understanding the Changes in the Transition Years"
2 Joint regular Transition Years Committee meetings.
3. January 28:
   a.m. -- All subject co-ordinators met with Caledon/Crestwood teachers to review current curriculum and go over the specifics of the subject courses for September, 1993.
   p.m.-- Caledon staff -- The Transition Years Committee explored with staff implications for future years (beyond 1993).
4. 10 packages of printed materials related to the Transition Years distributed to staff by principal with comments related to Caledon/Crestwood needs (Sept. 16 - April 16).
5. In-service during regularly scheduled staff meetings (from operational issues to role playing the results of evaluation practices.)
6. May - June -- more distribution and discussion of printed materials; one staff meeting devoted to scheduling for 1993-1994.

Delta:

1. Transition Team meets on a regular basis.

Glendale:

(A)
1. Middle school principals have met with cabinet.
2. Half P.D. Day -- sharing with middle school staff.
3. Half P.D. Day -- Glen Brae staff at Glendale visiting classrooms and staff.
4. April 1 - Sir Winston Churchill Administration presented their plans for 1993-1994.
5. Ministry of Education In-Service Funding received.

(B)
1. April 29 -- Presentation by principal and staff members of Stamford Collegiate in Niagara Falls to Glendale staff.
2. April 30 - p.m. -- Glendale staff to visit all middle schools that feed Glendale.
3. June P.D. -- evaluation in Grade 9 for 1993-1994.

Hill Park:

1. Completed: 60 minute full-staff sessions:
   * Paradigms -- Discover the Future - L. Currie
   * Transitions -- Historical Perspective - J. Norris
   * Transescent Learner - B. Jazvac
   * Teaching for the Future - L. Currie
2. Planned: (Full-day sessions for full staff)
   * Delta Programs in Math, Science, Language and History
   * Active Learning Workshop Series - K. Hibbins
   * Change Game - J. McCaughey (possibly)

3. Staff Meeting Mini-Sessions:
   * Benchmarks - Al Whyte, Ann Cook-Petz
4. Ministry of Education In-service funding received.

Parkview:

1. Awareness sessions about The Transition Years at staff and department meetings.
2. On-going meetings of "community of schools" Transition Years Teams (Parkview, Prince of Wales, Scott Park, and Adelaide Hoodless).
   - three sub-committees - Curriculum
     Staff Development
     School Organization
   - in process of developing a three-year plan for the community of schools
3. Scott Park and Parkview have pooled their Ministry of Education funding to ensure that everyone who needs to be in-serviced in their community of schools will be.

Sir Allan MacNab:

(A) In-service (already done):
   1. In-servicing of grade 9 homeroom teachers regarding "life skills" (to be separated each year by staff within the school.)
   2. Department Heads meeting with 4 representatives from Delta - discussion of issues and problems, etc.
   3. Various staff members reporting back from conferences, etc.
   4. Special grade 9 day (to be repeated each year by staff within school)
   5. Video-tape "The Paradigm Shift: The Teacher of Tomorrow" -- presented to staff and grade 8 parents.
   6. Ministry of Education in-service funding received.

(B) In-service (to be done)
   1. Assessment Tools - application session
   2. Outcome based education (offered by Staff Development Sub-Committee)
   3. Advisor program -- The School Transition Years Committee is working on this and will in-service the staff.

Scott Park:

1. Adelaide Hoodless science teachers presented strategies and activities they use in grade 8.
2. Math teachers from Prince of Wales presented to the Transition Team. *Note: More sessions such as 1 and 2 are planned.*
3.. Storefronts -- teaching and evaluation strategies are planned. (Elementary and secondary teachers involved.)
4. Regular meetings -- presentations about other Boards and schools.
5. Information binder in staff room with printed information related to The Transition Years.

6. Departments are working on strategies for destreamed Grade 9 classes.
7. Math Department -- working on a new report card.
8. History Department -- concentrating on teaching strategies for multi-level classrooms.

Sherwood:

1. Received provincial in-service funding on basis of submitted proposal.
2. Transition Years committee for three years.
3. Specialization Years committee for three years.
4. Presentations to staff by Sir Winston Churchill and C. Ramberan.
5. Presentations on: Middle Schools, the characteristics of the transescent learner -- noon hour sessions involving feeder schools.
6. Staff members - attended conferences, e.g. OCLEA, Collaborative Learning, Special Education.
7. Staff visited pilot schools, e.g. River Oaks, Applewood Heights, John Fraser, Lester B. Pearson.
8. Transition Years Committee - deliberation over alternate timetables.
9. Delta staff visited for a day and talked to teachers on preparation periods.
10. Collaboration with feeder schools, e.g. Math Department, French Immersion Department.
11. Storefront presentations on in-school P.D. Days, e.g. OSSTF Day End of Exam Half-Day.
12. Teachers linked to OTF "Teachers in Charge" telecommunication network.
13. Weekly professional readings distributed to all staff members.
14. Principal job-shadowed principals from 5 feeder schools.
15. 3 representatives on the Area 4 Transition Years Team, and 3 on the Transition Years Development Committee (one on each of the three sub-committees).
16. April 21 -- Career Day with Grade 8's invited; development of a profile for Grade 9.
17. May 4 -- Community Presentation (evening).
18. Grade 9 teachers meetings scheduled to discuss evaluation, budgeting.
19. Steering committee -- developing a 3-year plan.

Sir John A. Macdonald:

1. Reports at staff meetings:
   - John Fraser Secondary School program
   - Advisor programs
   - Report from teachers who attended Transition Years conferences
   - Presentation and summary of The Common Curriculum, Grades 1 to 9
   - Presentation on two pilots regarding teaching strategies and evaluation
   - Response to thirty questions generated by our teachers
2. Future:
   - Reporting procedures for "D" clases
   - S.J.A.M. implementation of change required for 1993

Sir Winston Churchill:

1. 5 administrators and teachers attended OCLEA conference on The Transition Years in Toronto (November, 1992).
2. Heads have visited other boards.
3. Speakers -- from feeder schools and Area Supervisor about advisor/advisee programs.
4. English Head --on the English Writing Committee.
5. Piloting Grade 9 Dramatic Arts program.
6. Commitment from all Grade 9 teachers to attend English in-services.
7. Evaluation - a focus for future in-service sessions.
8. OACD - three participants (Bill Spady -- Outcome Based Education).
9. April 23 -- 2 teachers attended the Ontario Middle Level Association Conference in Peel.
10. In-progress -- in-service on evaluation -- research on reporting to parents.
11. Timetabling -- new timetable for grade 9 for next year ; in process of working with Computer Services.

Westdale:

1. Staff meeting -- general issues and concerns -- needs assessment
2. "Change simulation"
3. 1 Parents' evening
4. A group from Delta to speak to the Steering Committee
5. Inter-school visitations
6. May 6 -- Evaluation Seminar

Westmount:

1. 5 Department Heads have been attending a Tri-Board Professional Development initiataive dealing with the role of department heads in implementing Transition Years (organized by the Niagara OISE Office).
2. Presentations to staff by Carol Ramberan and Betty Bond *re* The Transition Years.
3. Presentation by Dr. Dan Marshall regarding the Developmental Stages of Adolescents
4. On-going meetings of the school Transition Years Committee.
5. Additional Cabinet meetings to deal with issues related to the Transition Years.
6. Westmount representatives on the Area Transition Team and the Transition Years Development Committee.
7. Analysis by staff of the principles of The Common Curriculum, Grades 1 to 9, and correlation to Westmount's beliefs.
8. Representatives to Dr. Spady's Outcome Based Education session at OACD.

THE TRANSITION YEARS: IN-SERVICE
HEADS IN TRAINING: TRAIN THE TRAINER MODEL

ALL DESIGN TEAMS ARE COMPOSED OF MEMBERS OF THE PROGRAM DEPARTMENT, AREA TRANSITION YEARS TEAMS AND AREA RESOURCE TEAMS, INCLUDING SPECIAL EDUCATION STAFF.

ARTS DESIGN TEAM:

Focus: Differentiation of program for special needs students

In-Service sessions:

Music: Feb. 12, 1993
Feb. 15
March 10
April 5
April 26
April 28

Art: Feb. 12
Feb. 19
March 9
April 10

SELF AND SOCIETY:

Focus:
- Program Delivery
- Classroom Management
- Evaluation

1st sessions: Concentration on Assessment Techniques

- Handbook of Assessment Strategies including:

  Portfolios/student samples
  Learning Journals
  Tests (diagnostic, objective, essay)
  Teacher Observation (anecdotal; checklists)
  Conferencing/Interviews
  Cooperative Learning/Group Evaluation Strategies
  Projects/Assignments
  Performance Assessment
    - construction/models
    - creation of games and other activities
    - demonstration
    - oral presentation
    - inventing
    - experimenting

Self Evaluation
Peer Evaluation
Modifications for L.D. students
Student Profile/tracking sheets

Sessions: May 25 and May 26, 1993

MATHEMATICS, SCIENCE AND TECHNOLOGY DESIGN TEAM:

Focus: Assessment Techniques

In-service Dates: Student Journals as learning and evaluation tools

March 30	Science Heads
April 14	Technical Heads
April 21	Math Heads
May 11	Science Heads
May 12	Technical Heads
May 19	Math Heads

Morning Sites

Feeder School Groupings

(Home base is indicated in **BOLD**)

WESTDALE
Ainslie Wood
Dalewood
Ryerson

SJAM
Bennetto
Ryerson
Prince of Wales
Tweedsmuir

SCOTT PK.
Prince of Wales
Adelaide Hoodless
Tweedsmuir
Parkview

HILL PARK
Crestwood
Cardinal Heights
Burkholder
G. L. Armstrong

WESTMOUNT
Westview
Caledon
R.A. Riddell

S.A. MACNAB
R. A. Riddell
Chedoke

S.W.CHURCHILL
W.H.Ballard
Hillcrest
Viscount Montgomery

GLENDALE
Lake Avenue
Glen Brae
Eliz. Bagshaw

MEMORIAL*
Delta
Queen Mary

BARTON
Lawfield
C.B. Stirling
Burkholder

HIGHVIEW
Sherwood Secondary School
Hampton Heights
Norwood Park

* Parking at Delta United Church

Desktop Publishing by Wendy Hutton

The Transition Years

Planning for Student Success

A Professional Development Day for Middle and Secondary School Educators

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

February 12, 1993.

The Morning Program

Agenda

8:30	Coffee and Conversation
9:00	LARGE GROUP Information Session - The Message *Locations listed on back page.*
9:30 - 10:20	SMALL GROUP SESSION I Small groups composed of middle and secondary teachers, administrators and central/area resource staff.
10:20 - 10:40	BREAK
10:40 - 11:30	SMALL GROUP SESSION II Educators will choose a second option.
11:30 - 1:30	LUNCH Extra time has been provided for travelling to your afternoon location.

The Planning Committee

Members

Linda Woolfrey-Cooper	Giselle Whyte
Wendy Hutton	Bob Adams
Bruce Hosking	John Hill
Avanell Scherer	Keith Gaiser
Marie Bountrogianni	Bob Russ
Jim Kerr	Tessa Law
George Knill	Jennifer Wilson
Carol Ramberan	Bob Chapman
Terry Ducarme	Ken Bain

The Afternoon Program

Subject Specific Sessions
1:30 - 3:30

TECHNOLOGY — HIGHVIEW SCHOOL GYMNASIUM

Teachers will participate in a general assembly meeting and then break into specific Area groupings. Discussions will revolve around classroom strategies, learning outcomes, evaluation and benchmarks.

VISUAL ARTS — MACDONALD 5TH FLOOR ART ROOMS

The focus is intended to initiate the collaboration of teachers at the middle and secondary school levels. This will evolve through the PIT model to promote visual arts teams by area. The process is designed to involve teachers at the personal and interpersonal levels while leading to the design of a task. This networking is essential to meet the change evolving around the transition years.

ENGLISH — MACDONALD AUDITORIUM FOYER

The Validation Draft of the Hamilton Language Arts will be discussed, specifically the learning outcomes. Feedback will be requested. There will be an opportunity for English teachers in Middle and Secondary schools to meet and work together as a step towards forming collaborative networks.

FAMILY STUDIES — S.W. CHURCHILL LIBRARY

Family Studies teachers will meet to hear about Family Studies Transition Years programming for 1993 and to begin to plan for programming beyond 1993. Teachers will collaborate to develop strategies for meeting teacher and student needs. Part of this planning will be done in feeder/receiver school groups.

CORE FRENCH/ FRENCH IMMERSION — S.A. MACNAB CAFETERIA

Core and Immersion teachers will have the opportunity to meet in a variety of groupings to discuss critical issues for Grades 7, 8, 9; for example, current and future learning outcomes for:

KNOWLEDGE	SKILL	AFFECT
• what is critical by the end of Gr. 6,7,8 & 9? • how is language knowledge taught and evaluated?	Core: based upon continuum in "Directions" Immersion: based upon continuum in Fr. Imm. L. Arts Guideline (Validation Draft)	• possible learning outcomes • implications for evaluation

BUSINESS STUDIES — S.A. MACNAB LIBRARY

Business Studies teachers from Halton have begun to work with other departments in their schools to develop resource packages for the transition years. Three of these teachers have agreed to share the results of their work with us. Teachers will have the opportunity to chose two presentations.

SCIENCE — WESTMOUNT CAFETERIA

Evaluation and classroom strategies in transition years Science will be presented allowing small groups the opportunity for discussion and planning.

PHYSICAL EDUCATION & HEALTH — BARTON CAFETERIA

Physical and Health educators will be developing strategies and evaluation techniques to address identified student outcomes for a destreamed Physical Education and Health course.

MATHEMATICS — S.W. CHURCHILL CAFETERIA

The focus will be activity-based learning for Grades 6 to 9. Twelve "twenty minute" workshops will be repeated throughout the afternoon in 4 time slots. Participants will get his or her "hands on" four of them.

TEACHER LIBRARIANS

Because of the integrated nature of their curriculum and program, Teacher Librarians are invited to select a subject focus of their choice. It is hoped that whatever choice is made, it will provide an opportunity for new learnings and for the sharing of specific skills (co-operative planning and teaching with which Teacher Librarians can actively support Transition Years programming).

MUSIC

WESTDALE LIBRARY

The focus for the afternoon will be on learning outcomes in the transition years and bridging the gap from elementary to secondary school music. In addition, we will look at evaluation procedures as they pertain to music and the differences between grade 8 to 9.

HISTORY/GEOGRAPHY

GLENDALE CAFETERIA

The afternoon will consist of a series of storefronts dealing with the following topics: Classroom Strategies Grade 7 & 8; Teaching Destreamed Classes - The Delta Experience; Evaluation - Middle School History/Geography, Destreamed History/Geography; Mainstreaming Special Needs Students; Collaborative Learning Strategies. Some sessions will be for History, or Geography and some for both.

EDUCATORS IN OTHER POSITIONS: PRINCIPALS, LRT's, SERT's and GLRT's

(Including Area Resource Team) You are invited to select a subject where you will either achieve the greatest learnings or be able to contribute to the session. We recognize the varied nature of your responsibilities and trust that whichever choice is made, the interaction will be challenging, stimulating and practical.

GUIDANCE

SCOTT PARK
ROOM 301A

Guest Speaker: Murray K. Spence
Professor and Course Director, York University
"An Effective Teacher is an Affective Teacher"

Assisting with the changes that are occurring due to restructuring of our educational system.

Small Group Session Topics

Scenarios

1. "I have the Canaries and Crows in my class!"
   Strategies for meeting the needs of a broad range of learners.
2. Surviving "Johnny".
   Behaviour issues and destreaming.
3. Recognizing Educational Growth in Everyone
   Observing and meeting developmental needs of students (without "hammering the weak").
4. Communication with Parents.
   The importance of sharing information.
5. What we need to know from each other -
   Bridging the Middle and Secondary School Information Gap.
6. Psychological Services -
   What does research indicate and suggest about de-streaming? A critical analysis of over 12 studies will be discussed, including some important issues and scenarios which educators should consider when planning.
7. Equity issues.
   Inclusion is a way of life.
8. "I'm teaching as fast as I can!"
   Challenging the gifted and talented.

Accountability in Evaluation: Is "A" always an "A"?	*Alex Macfarlane* *Irene Breichmanis* *Brian Ryder* Delta
Positive Outcomes: The Benefits of Involving Teacher, Self and Peers in the Evaluation Process	*John Hill* Program Department

Curriculum	Presenters
Is an Affective Teacher an Effective Teacher?	*Marguerite Larmand* *Bob Alderson* SJAM / Delta
Modifying Curriculum to meet Individual Needs	*Sharon Bray* *Ethel Thayer* Delta / Program Department
"Plugging In" the Absentee Student: Keeping track of the ones that "slip between the cracks"	*Joanne Lovell* *Franca Marazia-Maxton* Hillcrest / Cardinal Heights.
A Fireside Chat about Sept 1993: An Exchange of Ideas on Curriculum, Evaluation, Record keeping, Reporting	*Trevor Thomson* *Cherie Gates* Scott Park / SWC
Using Community Resources for Global and Multicultural Education in a Grade 9 Classroom	*Anneli Tolvanen* SHAIR
Moving toward Self and Society in Haldimand Schools	*Margaret Mackenzie* *Wayne Nyomtato* Haldimand County

O.S.S.T.F. District 8
Professional Development Day
April 30, 1993

MORNING PROGRAM

HAMILTON CONVENTION CENTRE

8:00 am Coffee, Tea, Juice, Pastries

9:00 am Keynote Address

"Restructuring at John Fraser Secondary School"

Mr. Russ Jackson
Principal
John S. Fraser Secondary School
Mississauga, Ontario

Refreshment Break

Panel Discussion

"Preparing for September 1993 in Hamilton Schools"

Carol Ramberan (Moderator)
Transitions Coordinator

Lee Aurini
Principal, Sir John A. Macdonald

Marie Bountrogianni
Chief, Psychological Services

Tessa Law
Consultant, Area 3

Dave Simpson
Department Head, Delta

Stew Thompson
Supervisor, Area 1

12:00 Lunch

AFTERNOON WORKSHOPS

SIR JOHN A. MACDONALD SECONDARY SCHOOL

1:30 - 2:20 pm Workshop Session 1

2:30 - 3:20 pm Workshop Session 2

Room locations for workshop sessions (each to be offered twice) will be available on arrival at Macdonald

Teaching Strategies	Presenters
Creating the Active Learning Environment	*Gail Belisario* Area 3 Office
Cooperative Learning: Not just Group Work	*George Fawcett* Glendale
A Smorgasbord of Strategies for Adolescent Learners	*Kathie Hibbins* Program Department
Striking the Balance: Individual / Competitive / Collaborative Activities	*Beth Jazvac* Hill Park
Meeting the Needs of Students through Learning Styles	*Dino Crapsi* Glendale

Student Support	Presenters
Characteristics of the Learner and my Response to These	*Marlene Rielly* Area 3 Office
Advisor / Mentor Programs: NOT for Middle Schools only	*John Bradley* SJAM
Mentor and Advisor Programs for Secondary Schools	*Karen Eckart* Westmount
Peer Mentoring for At-Risk Students. An Alternative to Traditional Support Services	*Karen Zwakenberg* Huron County Board
Guidance: The Role of the Teacher	*Vic Lepp* *Luana Cox* *Art Sebastian* *Norma Robertson* Program Department / Glendale

School Organization and Classroom Management	Presenters
Transition Years Timetable Models	*Paul Smith* *Leann Yarwood* Parkview / Sherwood
Creative Timetabling for Grade 9	*Jack Baxter* Sir Winston Churchill
Morale Boosters for People	*Joanne McIntosh* Lake Avenue
"Teacher of Tomorrow" (video and discussion)	*Ken Bain* Area 2 Office
Behaviour Management Issues including Saturday School, Anger Management and the Connecting Program	*Ted Axon* *Chris McCulloch* *David Mifsud* Churchill / Delta
Teaching Classroom Routines: Preventing Behaviour Difficulties	*Donna Quigley* *Barry Bodo* G.R. Allen / Memorial
Teacher Education at Brock: A Discussion of the Issues	*Don Dworet* Brock University
A Transition Years Organization	*Donna Murray* Haldimand County

Evaluation	Presenters
Observation: How to Structure it and use it to Generate Marks	*Tessa Law* Area 3 Office
Classroom Strategies aimed at Student Ownership	*Joanne Beard* *Judy Whidden* Macdonald
What to Look for in Johnny's and Jenny's Writing: Teaching Strategies and Assessment Tools for Differing Abilities and Learning Styles	*Gwen Mowbray*

60 MINUTES

Making the Transition

Watch

for more

Inservice Sessions

in the

Fall

Program designed by Kathy MacDonald-Gillis, Education Centre

"60 Minutes" Sessions

Thanks to your input, our committee has prepared a program of workshops designed to be no longer than 60 minutes that reflect your inservice requirements for The Transition Years.

"60 Minutes" matches experts with topics to provide you with facts, strategies and resources that should prove timeless.

All school personnel are invited to participate, particularly those affected by The Transition Years policies. Take a minute to register for your personal programs.

Transition Years Staff Development
"MENU" Sub-Committee

Elizabeth Eickmeier
Errol Ellis
Kathie Hibbins
John Luby
Carol Ramberan
Avanell Scherer
Mary Jean Tyczynski
Dorothy Willson

Basic, General, & Advanced in one Class!

How Will I Cope?

Presenters: **Errol Ellis**
Ken Jackett
Location: **Ainslie Wood**
Time: **4:00 - 5:00 p.m.**

This workshop is designed for the grade nine teacher who will be faced with a variety of students with different abilities, learning styles, and levels of motivation.

The workshop will identify personal and educational characteristics of students working at different levels, and present some innovative teaching strategies and classroom management skills which demand student involvement.

Please call Errol Ellis, Ainslie Wood, 527-4401 to confirm your attendance!

Meeting Students' Needs In Destreamed Classes

This workshop will focus on meeting the needs of all students in a destreamed classroom by focussing on strategies for modifying and assessing programs.

Date: **Wednesday, May 12**
Presenters: **Elizabeth Eickmeier**
Ethel Thayer
Time: **4:00 - 5:00 p.m.**
Location: **Ainslie Wood**

Date: **Tuesday, May 18**
Presenters: **Elizabeth Eickmeier**
Sandy Cole
Time: **4:00 - 5:00 p.m.**
Location: **Caledon**

Please call Ethel Thayer, Ext. 375, to confirm your attendance!

Co-operative Learning

Presenter: Kathie Hibbins
Location: Caledon-Library

Co-operative Learning is a strategy that can be very effective in a destreamed class. How is it different from traditional group work? What are the benefits for students and teachers? What are the key elements in this model? How do I get started? These questions and more will be answered in this series of workshops.

Mon. May 3	Part 1	Getting started - the process!
Tues. May 11	Part 2	Positive Interdependence and the Teacher's Role
Wed. May 19	Part 3	Common Concerns - social skills, individual accountability
Wed. June 2	Part 4	Evaluation and Co-operative Learning

Please call Ext. 319 to confirm your attendance!

Mark Your Calendar Today!

May 1993

Monday	Tuesday	Wednesday
✓ Co-operative Learning Part 1 Caledon - Library 4:00 - 5:00 p.m. 3	 4	✓ Strategies for Multi-level Classrooms Ainslie Wood - Library 4:00 - 5:00 p.m. 5
Heads in Training Science English Teachers Inservice Ed. Centre, Lower Aud. 4:30 - 6:30 p.m. 10	✓ Co-operative Learning Part 2 Caledon - Library 4:00 - 5:00 p.m. 11	Heads in Training Technical ✓ Meeting Students' Needs in Destreamed Classes Ainslie Wood 4:00 - 5:00 p.m. 12
English Teachers Sanford Avenue 4:30 - 6:30 p.m. Math - Grade 6 - 9 Sanford Avenue 4:15 - 5:15 p.m. 17	✓ Meeting Students' Needs in Destreamed Classes Caledon 4:00 - 5:00 p.m. Drama/Dance Sanford Ave. 4:30 - 6:00 p.m. 18	Heads in Training Math ✓ Co-operative Learning Part 3 Caledon - Library 4:00 - 5:00 p.m. 19
24 - Holiday 31 - Family Studies - Grade 9 Delta 4:00 - 6:00 24/31	Heads in Training Self & Society Lower City, Delta 2:30 - 4:30 p.m. English Teachers Ed. Centre, Rm. 3 & 4 4:30 - 6:30 p.m. 25	Heads in Training Self & Society Mountain Schools Westmount 2:30 - 4:30 p.m. 26
June 1993	✓ Strategies for Multi-level Classrooms Ainslie Wood - Library 4:00 - 5:00 p.m. 1	✓ Co-operative Learning Part 4 Caledon - Library 4:00 - 5:00 p.m. 2

✓ "60 Minutes" Sessions

Late (and unavoidable) changes:

1. all English in–service will run from 4 to 6 p.m.
2. the Drama/Dance workshop (May 18) has been rescheduled to May 11 - 4:30 - 6:30 p.m.
3. the English in–service on May 10 is in Rooms 2 and 3 of the Ed. Centre.

c) OPERATIONS

Question and Answer Fact Sheet for Principals and Staff

Principals and staff have been encouraged to submit questions regarding specific operating procedures for Transition Years not addressed in Program/Policy Memorandum 115 and 115A. A representative committee under the Chairmanship of Superintendent of Schools, Nancy Nicholls developed "Responses to the questions on Transition Years Operating Procedures". This information has been distributed to Transition Years Principals, Area Supervisors and Program Department Staff.

Composition of Grade 9 Destreamed Classes

For the 1993-94 school year each school will enter the course selections for grade 9 without a level of ability designation. The computer will randomly select the class composition. Hand timetabling to meet specific needs may occur as in the past.

Selection of Teachers for Grade 9 Classes

In April the Superintendent of Program sent a memo to all secondary school principals requesting a list of teachers who will be teaching grade 9 destreamed classes in 1993-94 along with subject area and specific requests for inservice to facilitate further support for inservice for grade 9 teachers.

Staffing

Senior Management determined the class loading for grade 9 classes to be 25. Information on loading of grade 9 classes has been provided by Superintendent of Schools, Pat Gillie, at Secondary School staffing meetings.

The Human Resources Department has indicated that although the staffing process has not yet been completed it appears that at this time the staffing of grade 9 destreaming classes will be provided within the established staffing complement.

Support Staff

Transition Years Implementation will continue to be a priority for Area and Program Department support staff. Schools are encouraged to review their present delivery procedures for special needs students and to continue and expand their support as required within the existing staffing complement. Area teams and Program Department support will continue to be a priority for Transition Years implementation.

TRANSITION YEARS OPERATING PROCEDURES
1993 - 1994
QUESTIONS AND ANSWERS

The following questions were submitted by principals seeking clarification of a number of operational issues related to implementation of Transition Years initiatives for September 1993.

Q.1 What constitutes a successful grade 9 program?

A. *A successful grade 9 program is one in which a student completes satisfactorily a program of 8 courses coded as year 1 offerings, which must include English and Mathematics.*

Q.2 How / when will grade 9 equivalent credits be recorded on the student's transcript?

A. *Equivalent credits for grade 9 decredited courses will be entered on the student's transcript only when the principal determines that the student has completed successfully all 8 grade 9 courses, including English and Mathematics.*

If a student does not complete successfully all 8 of his / her grade 9 courses, the portion of the grade 9 program still to be completed shall be clearly described in the student's Ontario Student Record, in terms of the learning outcomes or, if the program is so organized, in terms of the courses or portions thereof still to be completed. This is to occur at the school level. Each school is to create its own method of communication to parents and its own tracking sheet for the 1993-94 year only.

Q.3 What alternatives are available to year 1 students who have been unsuccessful in one or more of their grade 9 courses to complete satisfactorily the grade 9 program?

A. *Any or all of the following options:*
- repeat / upgrade at summer school
- complete the course through independent study as outlined in O.S.I.S.
- repeat the course during year 2
- complete a remedial program designed by school staff in compliance with Memorandum 115, question 9.

Q.4 What are the requirements for an O.S.S.D.?

A. *The requirements for an O.S.S.D. for students entering secondary school on or before September 1993 are those specified in O.S.I.S. (30 credits)*

TRANSITION YEARS OPERATING PROCEDURES
1993 - 1994
QUESTIONS AND ANSWERS

Q.5 What procedures will be developed / used to assist teachers in recommending advanced, general or basic level placement for grade 10?

A. *Each grade 9 subject teacher will be responsible for making a recommendation for grade 10 placement based on the criteria employed by that subject department in the school. Department Heads will work in conjunction with Program Coordinators to develop system wide criteria for each subject.*

Q.6 How will a student know if he/she is eligible for summer school?

A. *Current practice for notification of eligibility will continue for the 1993-94 school year.*

Q.7 Will Hamilton have system wide guidelines for assessment, evaluation and reporting of student progress for the Transition Years?

A. *System wide guidelines will not be available for the implementation in 1993-94, but will be developed during that year for implementation in 1994-95.*

Q.8 What will the grade 9 report card look like in 1993-94?

A. *There will be no changes made to the system report for 1993-94, however schools are encouraged to develop supplements that can be attached.*

Q.9 How often should grade 9 assessment information be communicated to students and parents?

A. *Schools should report as often as possible, with the current practice of three formal reportings per semester being the minimum. Consider including in the information at the appropriate times during the semester an indication of likely future level of placement i.e., "if the student continues to perform at this level, the recommended level of placement will be . . ."*
Schools might consider the use of "mailing labels" to be attached to the Grade 9 course reports.

Q.10 What will happen to the grade 9 program in Vocational Secondary Schools?

A. *For 1993-94, all vocational schools will provide destreamed courses in grade 9.*

TRANSITION YEARS OPERATING PROCEDURES
1993 - 1994
QUESTIONS AND ANSWERS

Q.11 Will Hamilton develop guidelines to assist Principals who are working with PPM 115 which states "Principals may . . . "?

A. *No. PPM 115 was issued to assist in planning for the 1992-93 school year only. The memorandum does not apply to 1993-94 and beyond.*

Q.12 Will there be a system wide range of time allotments developed for each of the four subject clusters i.e., languages, the arts, math/science and technology and self and society? Who will decide?

A. *For the 1993-94 school year, there will be no changes to the existing hours of instruction assigned to each subject (with the exception of one school piloting and alternative schedule). During the 1993-94 school year, The Common Curriculum Grade 1 to 9 will be reviewed by the Program Department and curriculum restated in terms of learning outcomes.*

Q.13 At what number will grade 9 classes be loaded.

A. *In the absence of a Collective Agreement provision, Senior Management has instructed Principals to load Grade 9 classes for September at an average of 25. The final allocation figure is subject to discussion with the Branch Affiliate.*

Q.14 Should there be a special parents' night for grade 9 in September?

A. *It is a school based decision to determine the orientation process most appropriate for its students and parents.*

Q.15 Should each secondary school have a Parents' Advisory Council and/or a Home and School?

A. *Schools should involve parents in a variety of ways in preparation for potential future Ministry directives.*

Q.16 Should there be a mentor or advisor program for all grade 9 students? If so, what form should it take?

A. *Planning for a mentoring or advisor / advisee program involving all grade 9 students is recommended. The form of any such program is to be determined at the school level. The examples of such programs in place in most middle schools and one secondary school can serve as models.*

TRANSITION YEARS OPERATING PROCEDURES
1993 - 1994
QUESTIONS AND ANSWERS

Q.17 To what degree can schools change their organizational structure and timetables for the 1993-94 school year?

A. *The basic school organization shall remain the same with the exception of the procedures used to reorganize grade 9 classes (i.e., destreamed). Planning should proceed during the 1993-94 school year with organizational changes that will be necessary to support curriculum changes.*

Q.18 Will the role of the Department Head change as the result of the Transition Years initiatives?

A. *The role of the Department Head will be reviewed during the 1993-94 school year by a representative committee chaired by the Superintendent of Human Resources or designate.*

Q.19 What course codes are to be used for courses selected by a year 2 student who is "reaching back" for a course required for graduation otherwise coded 1d?

A. *a) A student who fails a grade 9 course in which he/she is enrolled during the 1992-93 year, repeats that course in a destreamed class and on successful completion receives a grade 9 credit.*
b) A student enrolled in grade 9 in 1992-93 who did not during that year take one of the grade 9 courses that is required for graduation will as a grade 10 student in 1993-94 take that course in a destreamed class and upon successful completion will receive a grade 9 credit.
c) A student enrolled in a grade other than grade 9 in 1993-94, who 'reaches back' to take a grade 9 course will upon successful completion receive a grade 9 credit.

Q.20 How will grade 9 classes be formed?

A. *Each school will enter the course selections for grade 9 without a level of difficulty designation. The computer will randomly select the class composition. Hand timetabling to meet specific needs will occur as in the past.*

Q.21 Does the Ministry direction on destreaming allow for a teacher to introduce activities in which students of like abilities work together?

A. *The Ministry has indicated that it is inappropriate to organize classes on the basis of perceived ability. It is appropriate that curriculum written for a destreamed program include both activities in which students with different levels of ability work together and other activities in which students of similar levels of ability work together.*

Note: Should further questions arise, please contact N.Nicholls so that this package can be as complete as possible.

d) COMMUNICATIONS

The Guideline for Transition Years Implementation and Planning was distributed to the system in October 1992.

Regular Communication through the Transition Years newsletter has included up to date information received from the Ministry of Education, Board news, conference and visitation notes, the work of the Transition Years Development Committee and sub-committees and inservice being provided for staff.

A fact sheet for Parents in the Transition Years was completed in collaboration with the Public Relations Officer and distributed to the system. A second fact sheet on the Common Curriculum is prepared and ready for distribution.

Secondary Schools prepared Parent Information Booklets for distribution at Grade 8 Parents' Nights. Numerous presentations have been made to school staffs, Home and School Associations and other community groups. Pertinent information on Grade 9 destreaming has been provided to the community through radio, television and newspaper by the Director and Superintendent of Program.

FACT SHEET FOR PARENTS

TRANSITION YEARS

FROM THE PROGRAM DEPARTMENT FEBRUARY 22, 1993

WHAT IS MEANT BY TRANSITION YEARS?

The transition years are grades 7, 8 and 9.

WHAT IS THE BASIS FOR CHANGE IN ONTARIO?

• **The Transition Years** is the first initiative as part of the Ministry of Education's major restructuring of JK to OAC education. This restructuring is based on a commitment to:
- high-quality education
- equity for all students
- accountability
- parents, community and schools working together.

• The education system will be restructured in four major sections:
- The Early Years - junior and senior kindergarten
- The Formative Years - grades 1 to 6
- The Transition Years - grades 7 to 9
- The Specialization Years - grades 10 to 12 including Ontario Academic Credits (OACs).

• The Ministry of Education's **The Common Curriculum, Grades 1 to 9** outlines what students in Ontario should know, be able to do and value, at the end of grade 3, grade 6 and grade 9. The Hamilton Board of Education will use this document as the basis for a new curriculum that will be implemented gradually from 1993 to 1996.

WHAT WILL HAPPEN IN GRADE 9 IN SEPTEMBER, 1993?

- **The grade 9 program will be destreamed.** This means there will not be separate classes at the advanced, general and basic levels of difficulty. Instead, students will be grouped as they are in grades 1 to 8, with students of different talents and abilities working together.

- **Grade 9 courses will be decredited.** This means separate credits will not be given for separate courses. The whole grade 9 program will be worth an equivalent of 8 credits. Students who are successful in the grade 9 program will need 22 further credits to graduate.

- Students will be promoted if the principal is satisfied the student is competent to undertake the program in grade 10.

- Students who are not successful in all their grade 9 courses will be offered options, such as:
  - completing or repeating subject courses at summer school or night school
  - continuing a grade 9 program in Year 2 (grade 10).

- There will be a variety of activities in grade 9 classes to address students who need remediation and enrichment.

- **The needs of exceptional students will continue to be met.** Existing policies for all exceptional pupils will remain in effect until new policies are in place.

- Grade 9 courses will still be available in vocational schools across the city.

- Most school timetables will remain the same this year. Some schools are making changes and will inform parents of these changes as they occur.

- Teachers are committed to helping their students learn. In this time of change, they will be focussing on the needs of their students.

WHAT IS THE NEXT STEP?

- Over the next 3 years, our Board will develop and implement new programs and procedures for assessment, evaluation and reporting, based on **The Common Curriculum** guidelines.

- More information on these changes will be provided in our next fact sheet: **The Common Curriculum.**

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

Grade 9	+	Grades 10-OAC	=	Diploma
8 credits on successful completion		22 individual credits earned		30 credits required

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 05 11

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Burkholder, Grade 7, Midland, 1993 06 16 (Wednesday)

(ii) Eastmount Park, Grade 5, Niagara Falls, Ontario, 1993 06 08-09 (Tuesday to Wednesday)

(iii) Highview, Grade 6, Upper Canada Village, Kingston, 1993 06 09-10 (Wednesday to Thursday)

(iv) Highview, Grades 7-8, Midland, 1993 06 09-10 (Wednesday to Thursday)

(v) Memorial, Grades 6-8, Outdoor Education, Camp Wanakita, 1993 06 09-12 (Wednesday to Saturday)

(vi) Prince of Wales, Grades 7-8,, Outdoor Education, Camp Wanakita, Haliburton, 1993 06 13-16 (Sunday to Wednesday)

(vii) R. A. Riddell, Grade 7, Outdoor Education, Kilcoo Camp, 1993 09 14-17 (Tuesday to Friday)

(viii) Viscount Montgomery, TR, Outdoor Education, Camp Ambassador, Owen Sound, 1993 06 15-18 (Tuesday to Friday)

(ix) Viscount Montgomery, Grade 6, Geography, Buckhorn Lake, 1993 06 24-25 (Thursday to Friday)

(x) Barton, Grade 11-OAC, Midland, 1993 05 28 (Friday)

(xi) Westdale, Grade 12, Outdoor Education/Environmental Science, Killarney Provincial Park, 1993 05 27-30 (Thursday to Sunday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

To: Chairman and Members
Operations Management Committee
Board of Education for the City of Hamilton

1993 05 11

From: Elizabeth G. Bond, Superintendent of Program

Re: Report on the Review of Growing Into Language

Report: Information

BACKGROUND

Growing Into Language advocates literacy instruction in purposeful contexts with reference to the child's own life experiences, incorporating all approaches to early literacy instruction as appropriate. It challenges teachers to select methods in order to promote maximum growth according to a child's developmental readiness, interests and his/her needs to learn and to communicate effectively.

This review was initiated following a workshop presentation of *Growing Into Language* at the Development Committee in March 1990. Collaborative planning for the review took place during 1990-91. Data were collected during 1991-92, and during 1992 we have analysed and evaluated the data.

In assessing *Growing Into Language* (Appendix II), we wished to ascertain whether the program is having a beneficial impact on student skills and attitudes in its natural implementation. In doing so, we provide information for future program planning: "What is working?", "What can be improved?"

This study was designed, implemented and analysed collaboratively by the Program Research Analyst and the Primary Education Department (Appendix IV, V, VI, VII, VIII, IX, X, XI).

This collaborative work was done to ensure the report's validity in:
- **accurately** representing and assessing the program and its desired outcomes
- asking no more of teachers and students than what was **feasible**
- designing in a way to provide **useful** information to teachers, principals, area and system staff and trustees, and for transmission to parents
- doing so within reasonable **timelines** (while the information is still of interest and use).

The **goals** of this study were:
- to provide Senior Management, Trustees, the system and the public with reliable **evaluative** information about the effectiveness of the *Growing Into Language* program;
- to provide program personnel (teachers, administrators, consultants) with **descriptive** feedback regarding the implementation and effectiveness of *Growing Into Language*.

ISSUE

To provide trustees with information regarding the degree to which *Growing Into Language* is being implemented in Hamilton, and its benefits for students.

RECOMMENDATION

That the Report on *Growing Into Language* be received for information.

RATIONALE

This report presents an assessment of the implementation and outcomes of the Hamilton language program for the primary gra *Growing Into Language*. This is not the end of the process, but the continuation of another phase: using the results for the improvement of student learning.

Summary of *Growing Into Language* Review Results

STUDENT OUTCOME MEASURES

Writing Samples
Significant growth occurred in student writing in all three stages of development between January and June (Appendix V).

Reading Attitude Survey
Results indicate that the vast majority of students surveyed have a positive attitude towards reading (over 90%). The results are consistent from Kindergarten to Grade 3 (Appendix VI).

Impact of Growing Into Language and Other (Skill-Based) Programs on Student Outcomes

	Growing Into Language Program	Other Program
Word Reading	significant positive impact	significant negative impact
Nonsense Word Reading (phonic analysis)	significant positive impact	no significant impact
Writing	significant positive impact	no significant impact
Overall Reading Attitude	significant positive impact	significant positive impact
Attitude to Challenging Reading	no significant impact	no significant impact

(Appendix XII)

IMPLEMENTATION MEASURES

Classroom Implementation
There are three stages towards full implementation of *Growing Into Language:* **Beginning, Developing, Independent** (Appendix II).

Philosophy: Beliefs
On average, 61% of the primary teachers have internalized the belief statements in *Growing Into Language* at the **Independent Level** (Appendix VIII).

Philosophy: Environment, Process, Practice
Overall, the implementation of *Growing Into Language* is in the **Developing Stage.** However, the data indicates that the implementation of *Growing Into Language* is fully established at the **Independent Level** to a degree of 37%.

School Implementation
The majority of schools included *Growing Into Language* on their school plans and worked as a primary team to implement the curriculum. Team meetings were held regularly throughout the year. A variety of inservice sessions were provided and resources assembled to support this implementation (Appendix IX).

Area Implementation
All components of the Area Level Implementation of *Growing Into Language* were completed as planned. The area outgrowths component was by far the most extensive in implementation (Appendix X).

System Implementation
All items but two from the System Implementation Plan were completed (Appendix XI).

RATIONALE (cont'd)

As part of this study an extensive research review was undertaken (Appendix I, III). The review of research on language programs includes **all relevant comparative classroom studies** located in two searches of the ERIC data base.

The chart below summarizes the **research review** of comparative classroom studies.

Summary of research on 66 student measures in 25 studies (Appendix III)

Students in skill-based programs performed better than students in whole language programs on 6 measures. (9 %)
Students in whole language programs performed better than students in skill-based programs on 39 measures. (59%)
No difference was found between students in skill-based and whole language programs on 21 measures. (32%)

In summary, the body of evidence from previous research suggests that:

- **Students in whole language programs outperform those in skill-based programs in their ability to write effectively, while maintaining at least the same level of spelling skills and use of the mechanics of writing.**
- **Students in whole language programs read and comprehend as accurately as those in skill-based programs, and demonstrate more interest and involvement in reading.**

Conclusion

In conclusion, *Growing Into Language* is having a beneficial impact on students' skills and attitudes.

The findings in this review of Hamilton's Primary Language Program, *Growing Into Language,* are consistent with the research review.

An action plan will be developed under the direction of the Formative Years Coordinator in collaboration with the Early Years Coordinator and the Primary Consultants to increase the implementation of *Growing Into Language* and thus improve student learning.

The full report of this review is contained in the attached appendices.

Appendix I	Preface
Appendix II	Growing Into Language Program
Appendix III	Research Review
Appendix IV	Data Collection
Appendix V	Writing Samples – Development, Descriptive Results, Survey
Appendix VI	Reading Attitude Survey – Development, Descriptive Results, Survey
Appendix VII	Word Reading and Nonsense Word Reading – Development, List
Appendix VIII	Classroom Implementation – Development, Descriptive Results, Teachers' Commvents, Survey
Appendix IX	School Implementation – Development, Descriptive Results, Survey
Appendix X	Area Implementation – Development, Descriptive Results, Survey
Appendix XI	System Implementation – Development, Descriptive Results, Survey
Appendix XII	Evaluative Results
Appendix XIII	Research References
Appendix XIV	Notes
Appendix XV	Acknowledgements

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Primary Consultants and Early Years Coordinator

Preface

Where Do We Stand?

In her 1948 book *I Learn From Children*, Caroline wrote:

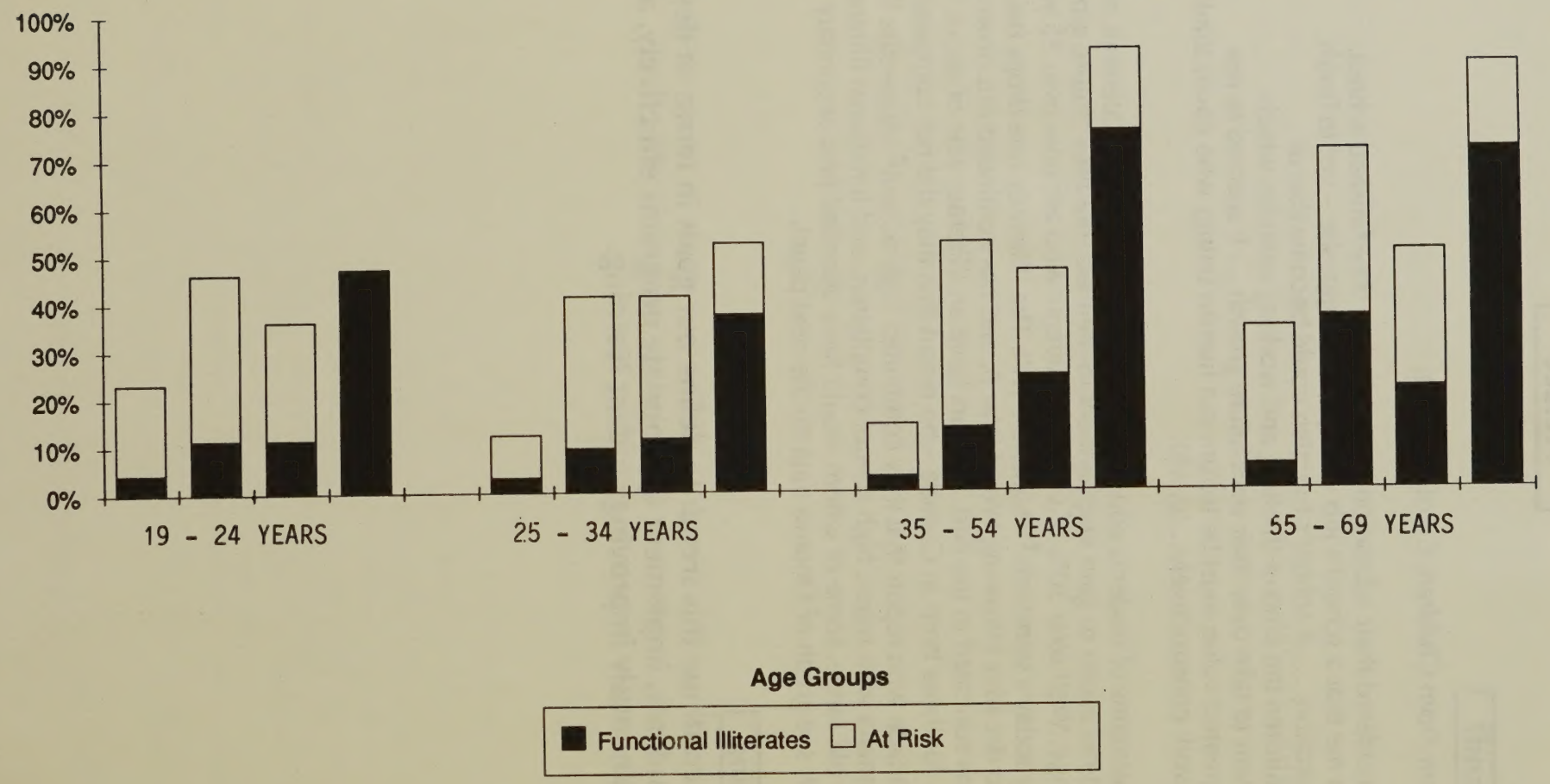
> Most people considered their education finished when they finished school. But it seemed to me that a school's job was quite the opposite – not to finish, but to begin education. ... A school's function could become that of developing in children the kind of thinking and working attitudes which would enable them to take over their own future growth ... It seemed to me that a school's greatest value must be to turn out human beings who could think effectively and work constructively...(p. 18)

In this century, the generations of students educated before Pratt wrote this statement mastered academics to the extent necessary to gain employment in their era, but their "future growth" has not kept pace with societal change. Well over 30% of previous students who are now over 55 years of age are functionally illiterate by today's standards[1] (Appendix XV). The illiteracy rate drops below 20% for those educated in the first two decades following World War II, and has continued this downward trend since then. Overall, Canadians educated in the past 25 years have an illiteracy rate of about 12%: in Ontario, illiteracy stands at 11% for those born in Canada who report that they did not complete high school and for those not born in Canada who report that they completed high school[2] (Appendix XV); it lowers to 7% for those born in Canada who report high school completion, and functional illiteracy is only 3% for those in the 25-34 year old range, some of whom would have attended post-secondary education (Statistics Canada, 1989: see graph of Ontario data on the next page).

Literacy is increasing

Our challenge is to continue this trend: to define our goals in terms of desired learning outcomes for our students, implement appropriate programs effectively, and to track our progress in continuously improving student learning.

SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES (STATS CAN, 1989)



NOTE: BAR 1 = Born in Canada, high school graduate
BAR 2 = Born in Canada, not a high school graduate
BAR 3 = Immigrant, high school graduate
BAR 4 = Immigrant, not a high school graduate

Appendix II

Growing Into Language Program

Historical Context

In the U.S. and Canada, concerns have been expressed since the 1970's that students reading and writing demonstrated technical accuracy but was lacking in deep comprehension and in organization and written communication of meaning. Concerns about schooling have led to widespread, frequent standardized testing in the U.S. which, some suggest, drives the curriculum further into a skills focus and away from higher level objectives (Mervar and Hiebert, 1989). In the United States, The National Assessment of Education Progress (1989) found that students performed well on low level tasks but poorly when application and problem solving were required. In other research, students were found to spend only 3 % of the school day in composing, while mechanical writing exercises comprised the bulk of their writing time (Varble, 1990).

Throughout the 1970's and 80's, extensive research was conducted to investigate children's learning. Results indicated that children's long term learning is facilitated:

- when new skills and knowledge are related to their prior knowledge and experience;
- when attention is paid to a child's developmental readiness for concepts and skills;
- when new skills are encountered in a variety of meaningful contexts (eg. reading, writing, speaking and listening);
- when students learn to monitor their own learning (metacognition);
- when they are encouraged to attempt new tasks and learn from errors;
- when they are given frequent, constructive feedback;
- when learning occurs in interaction with other children
  (See Landsmann, 1991 or Slavin, 1988 for more information.)

This literature was heard in education and, perhaps influenced by experiences in the extension of schooling to younger children (Head Start, Junior Kindergarten), educators came to see young children not as "pre-literate", but as learners already launched on the road to literacy[3] (Appendix XV). In Canada, to a greater extent than in the U.S., (Goodman, 1989) this body of information has been incorporated into curricula developed throughout the 1980's. It is evident in the in the Ministry of Education's, *Education in the Primary and Junior Divisions* (1975), *Formative Years* (1975), *Issues and Directions* (1980), and is expressed by the "Beliefs" which are the guiding principles of *Growing Into Language*.

Beliefs

- Children come to school with a great deal of knowledge about oral and written language.
- Children's acquisition of language is a developmental process.
- Children learn best when the four strands of language – listening, speaking, reading, and writing – are developed concurrently within the context of classroom experiences.
- Children acquire language when encouraged to take risks and when mistakes are viewed as part of the learning process.
- Children acquire language socially through situations that encourage them to communicate for real purposes.
- Children acquire reading and writing skills through an interactive process that is motivated by the search for meaning.
- Children learn to read by reading.
- Children learn to write by writing.

Content

In response to Ministry initiatives, *Growing Into Language* was developed by a team of dedicated authors commissioned by Barbara Howard, and headed by Diane Rawsthorn, and Jacquie Diverty. It was the result of five years of research and development into the needs of primary division children. It follows and expands upon the philosophy of primary education for the Board of Education for the City of Hamilton that children:

- learn by doing
- learn by interacting, and
- learn at their own rate

This curriculum is based on principles of Whole Language theory which emphasize children's development of meaning in their development of literacy skills.

The *Growing Into Language* document was introduced to the system during the 1989-90 school year, with an additional three years slated for its implementation. Within this curriculum desired outcomes[4] (Appendix XV) for primary students (JK-3) in reading, writing, listening and speaking for each of the three identifiable stages in their language development: Beginning, Developing and Independent are provided in the form of profiles, program planners and observation checklists:

- individual language development profile
- individual program planner
- individual observation checklists
- class language development profile

It is the responsibility of the teacher to observe each child, identify the stage of development in the major areas of language, plan a program, provide direct instruction and evaluate each child's progress in the terms of stated learning outcomes. The teacher's task is to accept the virtually infinite variety of experiences children arrive with and to build upon these experiences to develop literacy in all students. A teacher is to challenge and nurture each child appropriately, by identifying a child's readiness for learning and by selecting suitable teaching strategies from the full array of instructional methods.

The curriculum provides activities for listening, speaking, reading and writing for each of the three stages of development. These activities are organized under nine themes: Trips, Sharing Time, Storytelling, Resource People, Poetry and Rhymes, Research, Active Listening, Books and Drama. A myriad of activities are available for "teaching" effective communication, thinking, and both independent and cooperative learning.

Growing Into Language is, thus, a document which advocates literacy instruction in purposeful contexts, with reference to the child's own life experiences, incorporating all approaches to early literacy instruction as appropriate. It challenges teachers to select methods in order to promote maximum growth according to a child's developmental readiness, interests and his/her needs to learn and to communicate effectively.

References

The Board of Education for the City of Hamilton, *Growing Into Language,* 1989

Ministry of Education, *Education in the Primary Junior Division,* 1975

Ministry of Education, *Formative Years,* 1975

Ministry of Education, *Issues and Directions,* 1980

Primary-Junior Department, *Focus on Process Writing,* 1991

Primary-Junior Department, *Spelling Sense – A Support for the classroom,* 1993 (in preparation)

TOWARDS THE IMPLEMENTATION OF GROWING INTO LANGUAGE — A GUIDE FOR TEACHERS

	BEGINNING	DEVELOPING	INDEPENDENT
PHILOSOPHY **Beliefs**	• has an awareness of the Whole Language beliefs in Growing Into Language	• has an understanding of the Whole Language beliefs in Growing Into Language	• has internalized the Whole Language beliefs in Growing Into Language
	• identifies classroom practices that support Whole Language beliefs	• experiments/adopts a variety of classroom practices that support Whole Language beliefs	• demonstrates consistently classroom practices that support Whole Language beliefs
	• discusses Whole Language beliefs with colleagues	• clarifies/articulates Whole Language beliefs with colleagues	• promotes Whole Language beliefs to parents and colleagues
Environment	• plans an inviting classroom atmosphere where children are comfortable learning language	• plans and provides an environment where children are invited to take responsibility for their language learning	• creates an environment that encourages children to become self-motivated, self-directed language learners
	• plans an environment that recognizes individual differences in children's language growth	• plans and provides an environment that accommodates individual differences and encourages children's language growth	• creates an environment that respects individual differences and nurtures and challenges children's language growth toward their full potential
	• plans an environment where decisions are teacher-made regarding planning, activities, resources and evaluation of the language program	• plans and provides an environment that considers children's interests and allows student input regarding planning, activities resources and evaluation of the language program	• creates an environment that invites share decision-making with children about the planning, activities, resources and evaluation of the language program
PROCESS **Teaching/ Learning Process**	• program decisions are made using grade-level expectations and commercially-produced materials	• program decisions are made using elements of the Teaching/ Learning Process	• program decisions are made using all elements of the Teaching/Learning Process
	• considers student interests in planning program	• considers student interests and needs and uses a variety of resources to plan program	• integrates student interests and needs to plan program
			• collaborates with students, teachers and resource people to plan program
Images of the Learner	• acknowledges that there are characteristics for the Beginning, Developing and Independent stages of language learning	• identifies the characteristics of the Beginning, Developing and Independent stage of language learning in individual students	• uses the characteristics of the Beginning, Developing and Independent stages of language learning to communicate with parents and colleagues about student growth
Evaluation	• evaluates using teacher-made tests and commercially-produced materials	• evaluates using the observable characteristics for some of the language strands	• evaluates using the observable characteristics for all of the language strands
	• evaluates student product	• evaluates student product with some consideration of student process	• evaluates both student process and student product
	• evaluation follows completion of a unit of work (summative)	• evaluation precedes and follows completion of a unit (diagnostic/ summative)	• evaluation is seen as a continuous process (diagnostic, formative and summative)
PRACTICE **Strategies**	• listening, speaking, reading and writing are separate activities within the language program	• listening, speaking, reading and writing are integrated within some activities of the language program	• listening, speaking, reading and writing are integrated within all language activities
	• tries some activities from the nine vehicles of Growing Into Language; e.g., Storytelling, Research, Poetry and Rhymes	• uses a variety of strategies and activities from the nine vehicles of Growing Into Language; e.g. Storytelling, Research, Poetry and Rhymes	• implements the strategies and activities of all nine vehicles of Growing Into Language; e.g. Storytelling, Research, Poetry and Rhymes
	• strategies are teacher-selected and focus on whole class activities	• strategies are teacher-selected and incorporate whole class and small group activities	• strategies are teacher and child-selected and incorporate whole class, small group and individual activities
	• activities are designed with similar expectations for all students	• activities are designed with different expectations for some children	• activities vary according to the individual child's stage of language development
Resources	• uses commercially-produced reading series and their support materials	• incorporates literature which compliments the reading series	• promotes and provides a wide variety of literature from different sources that is appropriate for the child's interests and stage of development
	• selects some related media, non-print and computer materials or language activities	• incorporates a variety of media, non-print, and computer materials within the language program	• uses media, non-print, and computer materials extensively to enhance language learning

BOARD OF EDUCATION FOR THE CITY OF HAMILTON
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Appendix III

Research Review

The body of research on whole language programs was reviewed and is summarized below. In evaluating such literature, it is important to attend to the **accumulation of evidence**. Included in the list are classroom studies where **outcomes from whole language programs** are compared to those of other programs, typically referred to as skills-based. The literature points out the distinction between whole language, where skill instruction is embedded in the child's purposeful use of written language, and programs where skills are more often taught separately and in isolation from context[5] (Appendix XV).

Author(s) (by date)	Grade (Students)	Outcome Measures (* standardized tests)	Advantage
DeLawter (1975)	1	• miscues in reading	WL
Deford (1981)	1 (3 classes)	• content of writing	WL
Sinatra (1984)	1	* reading comprehension	WL
Educational Testing Service (1985)	1	* reading comprehension	WL/SKILLS
Evans and Carr (1985)	1	* reading comprehension	SKILLS
Ribowsky (1985)	K (n = 53)	* word reading	WL
		* readiness	WL
		* print concepts	
Tumner and Nesdale (1985)	1	* word reading	SKILLS
		* comprehension	SKILLS
Carrigan (1986)	1	* reading comprehension	SKILLS
Stewart (1986)	K	* readiness	WL/SKILLS
Freeman and Freeman (1987)	1	* word reading	WL/SKILLS
		* oral reading	WL/SKILLS
Gunderson & Shapiro (1987)	1 (2 classes)	• number of words generated	WL
		• relevance of vocabulary to life/interests	WL
		• knowledge of phonics	WL/SKILLS
		• knowledge of high frequency words	WL/SKILLS
Freppon (1988)	1 (4 classes)	Reading Attitude Interview	
		• eg. "good reader because...	
		– read a lot of books"	WL
		– know a lot of words"	SKILLS
		• balance of cues (meaning, structure, visual)	WL
		• sounding out (loud) successfully	WL
		• sounding out (loud) frequency	SKILLS
		• metacognitive concepts of the purpose and nature of reading, and strategies	WL
Phinney (1988)	K	* reading readiness	WL
	1	* reading comprehension	WL/SKILLS
Trachtenburg & Ferrugia (1988)	(at risk)	* oral reading	WL
		* readiness	WL
		* reading vocabulary	WL

Author(s) (by date)	Grade (Students)	Outcome Measures (* standardized tests)	Advantage
Dahl and Purcell-Gates (1989)	K, 1 (n = 36)	• instructional independence	WL
Hagerty, Hiebert and and Owens (1989)	2, 4, 6 (12 classes)	* reading comprehension	WL
		* writing	WL/SKILLS
		• metacognitive knowledge of processes and strategies of reading and writing	WL
Mervar and Hiebert (1989)	2 (2 classes) (high achieving, low achieving)	• literature selection strategies	WL
		• amount of reading – home/school	WL
		• comprehension	WL
		• metacognitive knowledge of processes and strategies of reading and writing	WL
Miller and Milligan (1989)	1 (n = 33) (at risk)	• phonic analysis	WL/SKILLS
		• reading comprehension	WL
Stice and Bertrand (1989)	1, 2 (n = 50) (at risk)	* oral reading	WL/SKILLS
		* Clay's Concepts About Print Test	WL
		• Reading Attitude Interview	WL
Griffith and Klesius (1990)	1 (2 classes)	• spelling in context	WL/SKILLS
		* spelling	WL/SKILLS
		* spelling unpredictable words	WL
		• phonic analysis	WL/SKILLS
		* reading comprehension	WL/SKILLS
		* word reading	WL/SKILLS
Manning (1990)	K, 2 (n = 22)	• metacognitive knowledge of writing processes	WL
		• spelling readiness	WL
		* spelling	WL
		* writing vocabulary	WL
		• number of words	WL
		• number of sentences	WL
		• number of words per sentence	WL
		• mechanics (capitalization, punctuation, etc.)	WL/SKILLS
		• writing content	WL
Varble (1990)	2 (n = 120)	* writing	
		• meaning and content	WL
		• mechanics (capitalization, punctuation, etc.)	WL/SKILLS
	6 (n = 128)	• meaning and content	WL/SKILLS
		• mechanics	WL/SKILLS
Antonelli (1991)	1, 2, 4, 5 (n = 20)	• word reading	WL/SKILLS
Richardson (1991)	3 (n = 88)	• reading comprehension	WL/SKILLS
Roberts (1991)	1 (n - 37) (at risk)	• writing organization	WL
		* expression of thought in writing	WL
		* number of words	WL
		* number of thought units	WL

Appendix IV

Data Collection

One hundred and twelve classes in twenty eight schools (7 per Area) were involved, including one class at each grade level (SK to 3) in each school. All students, classes and schools were chosen randomly. Inservice was provided for teachers to establish parameters and ensure consistency in data collection. Confidentiality of student and teacher information was maintained.

	January/February	March/April	May/June
STUDENT OUTCOME MEASURES			
Writing Samples	S.K. to Grade 3	S.K. to Grade 3	S.K. to Grade 3
Reading Attitude Survey	S.K. to Grade 3	S.K. to Grade 3	S.K. to Grade 3
Word Reading			S.K. to Grade 3
Nonword Reading			Grade 1 to Grade 3
IMPLEMENTATION MEASURES			
Classroom Implementation	S.K. to Grade 3		S.K. to Grade 3
School Implementation		All school Primary Teams in the sample	
Area Implementation		All Area Supervisors/ Primary Consultants	
System Implementation		System Co-ordinators and Consultants	

Appendix V

Writing Samples

Development:

As part of the evaluation of *Growing Into Language*, writing samples were collected three times during the school year (January, April, and June) from all students in all 112 classes. All writing samples were carefully analyzed and grouped according to the stage of development shown.

Forty writing samples were rated independently by different raters. The reliability of the ratings was found to be quite acceptable (r = 82). In all, over 1000 work samples were collected and categorized.

A number code (0-18) was used to describe and categorize each work sample. Codes 11-14 were written during the evaluation process by the evaluators to further analyze the collected writing samples. They describe what might be called a transition stage between the Developing and the Independent stages of writing. These new descriptors grew out of the fact the writing samples showed clearly these characteristics were not identified in the document but were necessary for student growth.

Descriptive Results:

The findings of the writing samples outlined in the chart below show growth occurred in all three stages of development between January and June (see Writing Codes for description of Beginning, Developing, Independent).

To analyze this more fully we see the following:

Stage	In January	In June
Beginning	38%	29%
Developing	58%	61%
Independent	4%	10%

November 26, 1992

GROWING INTO LANGUAGE
EVALUATION OF WRITING SAMPLES

Codes 0 - 18 - represent process through the Beginning, Developing & Independent Stages of writing.
Code O - non-writer, blank page or picture submitted
Code C = - copy work (see Code 3)

NOTES

* The samples are collected from sr. kindergarten & grade one, two & three classrooms.
* Page numbers refer to samples of writing in the Growing Into Language Document, Board of Education for the City of Hamilton.
* Writing samples are rated on the most dominant feature. Not all features of a particular code are present & features overlap among the codes.
* Writers using keyboards usually omit punctuation.
* Writing samples are first drafts & are not edited.
* "Safe" writing reflects features such as simple vocabulary, simple sentence structures & stilted language. A controlled or directed writing environment can be evident by vocabulary, writing style & topic.
* "Risk-taking" writing reflects features such as non-conventional spelling, varied sentence structures, spontaneous, natural language. The writing reflects the writers own ideas and experiences & when writing about a shared experience such as a class trip, the writer expresses personal responses, impressions & insights.

DESCRIPTION OF CODES

BEGINNING

Code 1 - creates scribbles that convey meaning for the writer
Code 2 - begins to include approximations of letters & some conventional letter forms (pg. 200); often fills up the page; repeats selected letters.
Code 3 - creates a random string of letters that may have meaning for the writer (pg. 201); copy work is involved in this code.
Code 4 - uses a single letter to represent a word or syllable (pg. 201)
Code 5 - creates groupings of letters that may have meaning for the reader (pg. 202)

DEVELOPING

Codes 6 & 7 are similar except that Code 7 reflects risk-taking.
Codes 8 & 9 are similar except that Code 9 reflects risk-taking.

Code 6 - writes one, two, possibly three simple sentences, pattern stories, lists, labels (pg. 203 - "Winter"); "safe" writing; evidence of controlled writing situations.
Code 7 - writes one, two, possibly three simple sentences, lists, recipes, messages (pg. 203 - "Me & me cat"); risk-taking evident by use of spelling approximations & expression of own ideas or experiences
Code 8 - generates increasing amount of print; writes pattern stories, lists, songs or series of unrelated thoughts; uses simple vocabulary, staying with "safe" words and "safe" sentence structures; evidence of controlled writing situations; attempts at punctuation.
Code 9 - generates increasing amount of print; writes lists, songs, series of unrelated thoughts; "risk-taking" evident by expression of own ideas & varied personal vocabulary; "risk-taking" evident by use of non-conventional spelling, varied sentence structures & experiments with punctuation (pg. 204-206).

DEVELOPING cont'd ...

Code 10 - generates print & beings to organize sequentially when writing about an experience or original idea; many complete sentences evident; conventional & non-conventional spelling evident; punctuation skills developing (pg. 207-209).

In Codes 11-12, volume of writing increases dramatically; skills are not refined, & organization has not yet caught up to increased volume.

Code 11 - "longer is better" stage characterized by repetition of ideas & language patterns; little or no attention given to beginning, ending of story structure; punctuation may be evident (pg. 210).

Code 12 - high evidence of non-conventional spelling makes 'reading' difficult; characteristics such as story framework, original ideas, descriptions, varied sentence structures, attempts at direct conversation; punctuation may be evident.

Code 13 - extensive use of transactional words (i.e. and, so, then, because, but) used to create extremely long sentences or used to being sentences; characteristics such as creative ideas, focus, logical sequence of events, details; punctuation evident although may be used inappropriately with transactional words.

Code 14 - characteristics such as original ideas, descriptions, details, variety of sentences, beginning, middle & ending, development of plot, direct conversation; writing may still display lack of refined punctuation, skills or inappropriate use of punctuation; lapses into poor sentence structures & use of transactional words to join & begin sentences; conventional & non-conventional spelling.

INDEPENDENT WRITING

Codes 15 & 16 are similar except that Code 16 reflects risk-taking.

Code 15 - focussed & brief original stories; characteristics such as beginning, middle & ending; original ideas include some detail, simple sentences & "safe" vocabulary; descriptive writing often extensive, simple sentences & "safe" vocabulary; lack of dialogue & descriptive words & phrases; conventional spellings & punctuation evident; writing reflects controlled or directed situations.

Code 16 - focussed & brief original stories & descriptions; characteristics such as beginning, middle & ending; risk-taking evident in imaginative ideas, descriptive words, varied sentence structures, dialogue, personal vocabulary; lacking story development & extension of ideas; mostly conventional spellings & punctuation.

Codes 17 & 18 are similar except that Code 18 reflects higher levels of skills in mechanics of writing & spelling.

Code 17 - well developed original stories & descriptive writings which feature characteristics such as story framework, problem solving, cause & effect, development of plot, dialogue, descriptive words & phrases, attention to details, imaginative ideas; varied & complex sentence structures; extending vocabulary skills; appropriate punctuation skills & proper sentences evident but not always sustained; mostly conventional spelling.

Code 18 As in Code 17 except writing mechanics include features such as:
- variety of sentence structures; mostly appropriate punctuation evident; high awareness of conventional spelling.

Joyce Stewart
June, 1992

zm
1993 04 20

Appendix VI

Reading Attitude Survey

Development:

Research has indicated a link between a student's reading ability and his/her attitude to reading. The intent of the primary language curriculum is to encourage children to read independently for their own purposes in addition to the reading instruction times provided by the teacher. To determine the impact of *Growing Into Language* on students' attitudes, a survey was formulated and included in the data collection. The general intent of statements from existing surveys was examined and a series of open-ended statements was developed by the research analyst and a primary consultant. Each statement was as direct and simple as possible so each would make sense to students from kindergarten to grade three.

The data collection results are usually more discriminating when the respondent selects from at least five answers. To connect the student's feelings to their responses, faces were logical choice to make the selection both personal and easily understood. The faces were given to randomly-selected children and adults who were asked to order them in the following sequence: No fun, Not much fun; Okay; Some fun and Lots of fun. The results indicated that faces reflected a readily identified sequence.

The survey instructions were then formatted into two versions: one for beginning readers (S.K.. - Grade 1) in which their responses only were indicated as the teacher read the questions; and one for developing/ independent readers (Grades 2/3) in which they could read the statement on their own. Both versions included sample questions that had been validated. Teachers were given a standard set of written instructions and supplementary materials to ensure uniform administration and student understanding.

Descriptive Results:

The Reading Attitude Survey was administered at three different times during the school year. When the data was analysed there were no significant differences that could be attributed to the time of year the data was collected so it was broken down by grade rather than by date. A factor analysis indicated that thirteen items clustered together, suggesting that they all measured overall reading attitude.

The chart below summarizes the responses to the questions that clustered and most clearly reflected overall student attitudes to reading. The data indicates that more than 60% of the students have a very positive attitude and selected either the "some fun" or "lots of fun" face as they answered the questions. When the median face ("O.K.") is also included the percentages extend to over 90% for every grade. We were thus able to conclude that the vast majority of students surveyed have a positive or very positive attitude to reading. Less than 10% of the students indicated a negative attitude. These results are consistent throughout the Primary Division from Kindergarten to Grade 3.

	Kindergarten	Grade 1	Grade 2	Grade 3
Very Positive Attitude (top 2 categories) Some fun/lots of fun	68%	64%	62%	63%
Positive Attitude (top 3 categories) O.K./some fun/lots of fun	93%	91%	93%	94%
Negative Attitude (bottom 2 categories) No fun/not much fun	7%	9%	7%	6%

Several items in the "Overall Reading Attitude" cluster are of interest due to overwhelming endorsement by children:
#7. Over 65% of the students in all grades responded with the very positive range on the question that asked about **owning their own book**. Attitude to reading is greatly enhanced by having a personal sense of ownership or stake in the process.

#12. The survey indicates that the students are well aware of the **relationship between success in reading and success in school**. This understanding grew steadily from 74.5% in kindergarten to 78.4% in grade one to 79.7% in grade two and finally to 82.7% in grade three as the students selected the most positive responses.

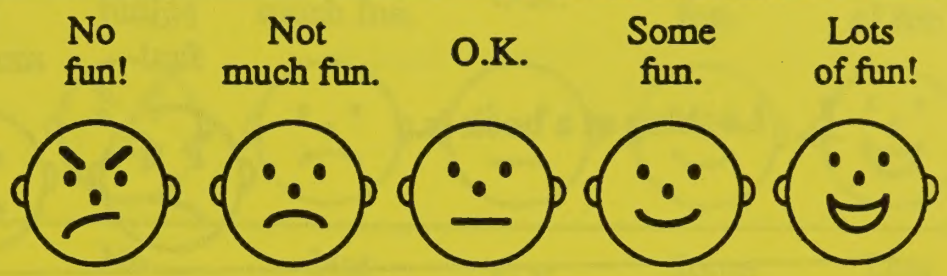
The following items formed the "Attitude to Challenge Reading" cluster:
#8 & #17. **Reading unknown words** or a hard book prompted a negative response from at least 50% of the students in all grades. There is obviously a need for print materials to be within the students' achievement ranges as well as specific strategies that would provide a basis for tackling more challenging materials.

The two items not in the clusters are of interest:
#2. **Listening to a story** was viewed by 67.2% of kindergarten students as a very positive activity (Some fun/Lots of fun) compared to 55.0% of grade 3 students. This might possibly be a reflection of their increasing skill and sense of independence as less than 20% in each grade chose a negative response (No fun/Not much fun).

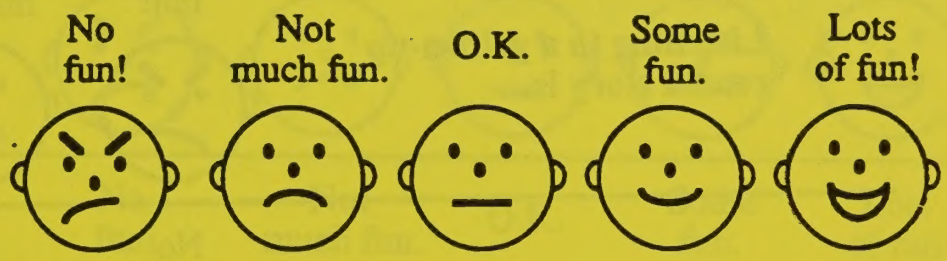
#15. When students were asked to project their **teachers' attitude to reading**, at least 75% responded with the "lots of fun" face. Most primary children attempt to work willingly on those areas that please their teacher. Respondents to this survey have been able to identify reading as one of those areas.

READING ATTITUDE SURVEY

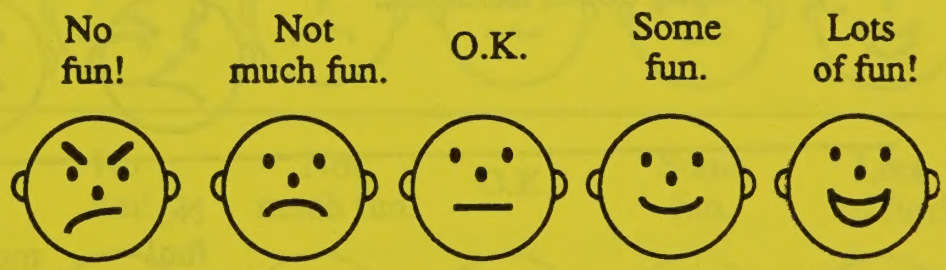
A.



B.



C.



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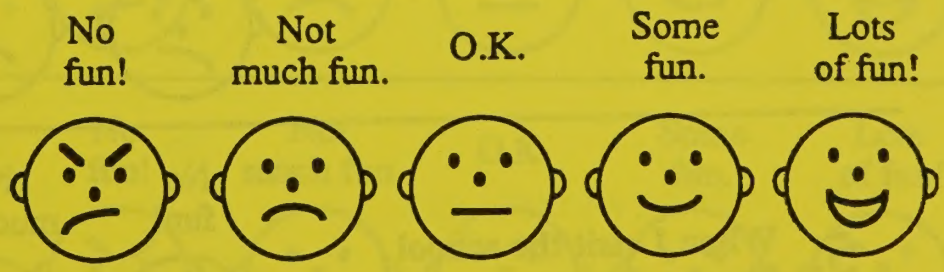
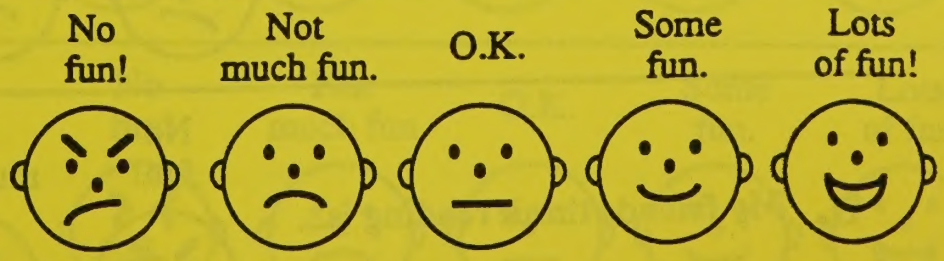


E.



	No fun!	Not much fun.	O.K.	Some fun.	Lots of fun!
1. **Looking at a book is...**					
2. **Listening to a grown-up read a story is...**					
3. **Taking books home is...**					
4. **When I read I have...**					
5. **When I visit the school library, I have...**					
6. **My friends think reading is...**					

	No fun!	Not much fun.	O.K.	Some fun.	Lots of fun
7. **Having your own book is...**					
8. **Reading words I don't know is...**					
9. **Being at the book corner/ reading centre is...**					
10. **Learning the sounds in words is...**					
11. **Reading to myself is...**					
12. **When you are a good reader, school is...**					

13. **When I choose a book to read, it is...**

No fun! | Not much fun. | O.K. | Some fun. | Lots of fun!

14. **Learning to read is...**

No fun! | Not much fun. | O.K. | Some fun. | Lots of fun!

15. **My teacher thinks reading is...**

No fun! | Not much fun. | O.K. | Some fun. | Lots of fun!

16. **Talking to a friend about a book is...**

No fun! | Not much fun. | O.K. | Some fun. | Lots of fun!

17. **Reading a hard book is...**

No fun! | Not much fun. | O.K. | Some fun. | Lots of fun!

18. **Draw a picture of someone you know who is a good reader.**

Teacher: Please assist students to circle one item below to indicate who is in the drawing.

Self **Other child** **Adult**

Appendix VII

Word Reading and Nonsense Word Reading

Development:

Word reading and nonsense word reading (phonic analysis) tasks were adapted from the Woodcock-Johnson achievement test. These were administered individually to 5 students per class in 12 schools (SK-Grade 3). This involved over 200 students.

Name _____ **School** _____ **Grade** _____

CIRCLE CORRECT ITEMS

Letter-Word Identification

SK, 1 **– – Pictures: Fish, Cat, Dog**

O_____S_____A_____Z_____G_____D_____m_____h_____j_____

2 – – to_____ in_____ dog_____ as_____ get_____

3 – – was_____ his_____ when_____ fixed_____ must_____

about _____ part _____ knew_____

because_____ faster_____ whole_____

shoulder_____ island_____

correctly_____ since_____

personal_____ experiment_____

distance_____ bounties_____

process_____ doubtful_____

moustache_____ cologne_____

hesitating_____ masculine_____

sufficient_____ domesticated_____

preyed_____ therapeutic_____

 # correct

Word Attack

ALL **– –** nat_____ ib_____ tiff_____ nan_____ rox_____ zoop_____

lish_____ dright _____ jox_____ feap_____ gusp_____ snirk_____

yosh_____ tayed_____ grawl_____ loast_____ sluke_____ thrept_____

wheeg_____ mibgus_____ splaunch_____ quantric_____ lindify_____

saist_____ knoink_____ whumb_____ mafreatsun_____ phigh_____

deprotenation_____ paraphonity_____ coge_____ apertuate_____

 # correct

Appendix VIII

Classroom Implementation

Development:

During the Fall of 1991 the "Survey of Primary Teaching Practices" was developed by the Research Department and the Primary Consultants. Questions were generated from the Teachers' Implementation Guide for " *Growing Into Language*". Items represented each category of the guide: teaching beliefs, class-room environment, teaching practices and strategies and classroom resources. In addition, items were generated to represent more traditional teaching practices which might be used in some classrooms.

The first draft was validated by the Primary-Junior Coordinator and all Primary Consultants in order to clarify meanings and misinterpretations. A numerical scale of 0 - 9 (0 - not done, 1-3 monthly, 4 weekly, 6 daily and 9 continuously each day) was used for responding to items dealing with practice. A numerical scale of 0 - 9 (0 disagree absolutely, 9 agree absolutely) was used for responding to items dealing with beliefs.

The second draft was administered to 2 traditional and to 2 whole language teachers to clarify any further difficulties with misinterpretations or lack of clarity and to receive input from actual classroom teachers.

The final draft consisted of 57 items (44 on teaching practices and 13 on beliefs). The final draft was reviewed for clarity and items were added to provide a balance of individual, small group and whole class practices. The draft was administered to all teachers in the study in February of 1992. Similar items were grouped together.

Data were analysed to ensure that items were providing reliable, meaningful information. The final survey consisted of 98 items (85 on teaching practices and 13 on beliefs) and was administered to the sample in June of 1992. Item order was randomized on the survey. Teachers were guaranteed confidentiality to ensure that participants had the opportunity to respond accurately, without pressure to conform. Items were also included in the final survey relating to additional adult helpers in the classroom and to the number of hours spent in inservice by the participants. A section was included for general comments to be added by participants.

A sample size of 90 primary teachers (SK – 3) responded to the teachers' implementation survey. The survey consisted of 85 teaching practice statements and 13 beliefs statements.

Descriptive Results:

The Primary Consultants and Coordinators established standards for implementation of *Growing Into Language*. The "Realistic Ideal" for each item on the Survey of Primary Teaching Practices was discussed and a standard was set by consensus. The Primary Department determined 80% of the practice statements to be critical and desirable for the successful implementation of *Growing Into Language*.

There are three stages towards full implementation of *Growing Into Language:* Beginning, Developing, Independent. On the average, 61% of the primary teachers have internalized the belief statements in *Growing Into Language* at the Independent Level. Overall, the implementation of *Growing Into Language* is in the Developing Stage. However, the data indicates that the implementation of *Growing Into Language* is fully established at the Independent Level to a degree of 37%.

Detailed comments made by teachers follow. The comments give an overall picture of what our Whole Language Programs look like.

SURVEY OF PRIMARY TEACHING PRACTICES

May 19 to June 3, 1992

This is the final teacher survey for the evaluation of the *Growing Into Language* program. The results of the first survey are interesting and we look forward to sharing all results with you next year. This final version contains some modifications and additional items to clarify particular aspects of program delivery in the primary grades. Once again (and then never again), ***please complete the attached survey and return to Research Services by Wednesday, June 3, 1992.***

Published research, and our own experience, has shown that people are more able to report accurately the second time they complete a self-report survey as observation and reflection occur in the interim. Thus, **if you have not completed this survey before please do so immediately, then re-do it before submitting it.**

If we are to be held accountable for student outcomes (which is what this and other evaluations are about), we need to identify program factors which contribute to student skills in order to provide direction for program improvement. We are not using this information to evaluate your individual teaching. It is necessary that you identify yourself only to facilitate program evaluation: so that data collected at different times can be analyzed most effectively, and so we can establish the reliability of the questions. **ALL INDIVIDUAL RESPONSES ARE CONFIDENTIAL.** Survey data is analyzed in Research Services. No one outside Research Services has access to the actual survey that you mail in. Data is presented in summary form only. Names of participants are not discussed and will not appear in any report or information arising from this study. Surveys are kept in Research Services for one year, as required by the Freedom of Information/Protection of Privacy Act, and then shredded.

Student writing samples and reading attitude surveys are to be collected June 1-12 for the final time. Materials will be sent out. Thank you for your effort and cooperation.

Please direct any questions about this survey to

Connie Kidd, Research Services (ext.355).

Confidential Information

SCHOOL_____

TEACHER'S NAME_____

CLASS_____

YEARS TEACHING PRIMARY_____

TOTAL YEARS TEACHING_____

Please assist us in correctly evaluating the effectiveness of a variety of teaching practices by responding to the questions as accurately as possible to give a good picture of your current teaching philosophies and practices. "9" is not always the optimal response. The scale is designed to allow you to indicate the frequency with which particular activities occur in real practice.

We welcome your comments on page 7.

Enter ONE number (0 - 9) for each of the following items, using this scale for reference.

0	1	2	3	4	5	6	7	8	9
do not/ have not		monthly		weekly		daily			continually each day

_____1. I plan activities involving all language skills (reading,writing, listening and speaking) for small groups of students.

_____2. This year I have used strategies from *Growing Into Language* for "Books".

_____3. I evaluate and record children's progress using student process (how they do it).

_____4. I plan my language program based on grade level expectations derived from my teaching experience with children of this grade.

_____5. In providing resources I consider individual students' interests.

_____6. I plan phonics activities for the whole class.

_____7. I plan speaking activities for the whole class.

_____8. I plan creative writing activities on assigned topics for individual students.

_____9. I provide different activities for different stages of children's development.

_____10. I plan reading time with material of student's choice for the whole class.

_____11. I plan phonics activities for individual students.

0 1 2 3 4 5 6 7 8 9
do not/ have not **monthly.....weekly.....daily.....continually each day**

_____12. I plan reading time with assigned material for the whole class.

_____13. My students work on co-operative projects in small group work areas.

_____14. I plan my language program based on expectations of individual student's rates of progress derived from my student evaluation records.

_____15. I plan my language program based grade level expectations derived from teachers' manuals.

_____16. I plan printing/handwriting activities for small groups of students.

_____17. I plan activities involving both reading and writing for the whole class.

_____18. I plan reading time with material of student's choice for small groups.

_____19. I schedule time to involve students in planning the language program.

_____20. I plan reading time with material of student's choice for individual students.

_____21. I plan activities involving all language skills (reading, writing, listening and speaking) for individual students.

_____22. My students write for their own purposes.

_____23. I keep anecdotal records of children's skills.

_____24. I plan my language program based on developmental expectations of student progress derived from curriculum documents, etc.

_____25. I plan activities involving both reading and writing for small groups of students.

_____26. I evaluate and record student progress during a unit.

_____27. This year I have used strategies from *Growing Into Language* for "Resource people".

_____28. I plan reading time with assigned material for individual students.

_____29. This year I have used strategies from *Growing Into Language* for "Research".

_____30. I plan creative writing activities on assigned topics for small groups.

0 1 2 3 4 5 6 7 8 9
do not/ have not **monthly.....weekly.....daily.....continually each day**

_____31. My students evaluate the classroom program.

_____32. This year I have used strategies from *Growing Into Language* for "Sharing time".

_____33. I plan speaking activities for small groups of students.

_____34. My students use related media (film, video, computer, etc.).

_____35. In providing resources I consider individual students' stage of development.

_____36. My students choose their own activities.

_____37. I plan activities involving both reading and writing for individual students.

_____38. I record children's progress using standardized tests (e.g., Gates-MacGinitie, Brigance, Morrison-McColl).

_____39. In my language program, "small groups" are formed according to student interests.

_____40. I plan listening activities for small groups of students.

_____41. I plan phonics activities for small groups of students.

_____42. I record my observations of childrens' progress.

_____43. This year I have used strategies from *Growing Into Language* for "Storytelling".

_____44. I record children's progress using word lists/checklists from basal readers/spellers.

_____45. My students record (check off, etc.) activities they have completed.

_____46. My students use books that they choose.

_____47. I modify expectations for individual children.

_____48. I plan listening activities for the whole class.

_____49. My students plan their own activities.

_____50. I assign skill workbooks/worksheets.

0 1 2 3 4 5 6 7 8 9
do not/ have not **monthly.....weekly.....daily.....continually each day**

_____51. I modify activities for individual children.

_____52. I plan printing/handwriting activities for the whole class.

_____53. I record children's progress using teacher-made tests.

_____54. I plan speaking activities for individual students.

_____55. I plan activities involving both listening and speaking for individual students.

_____56. I plan spelling activities for individual students.

_____57. I use resources suggested by my students.

_____58. This year I have used strategies from *Growing Into Language* for "Active listening".

_____59. I evaluate and record children's progress using students' final products (what they produce).

_____60. I use the observable characteristics from *Growing Into Language* in describing children's language progress to parents and colleagues.

_____61. I assign reading from a basal reader series.

_____62. I plan creative writing activities on topics of student's choice for the whole class.

_____63. I plan creative writing activities on topics of student's choice for individual students.

_____64. I plan activities involving both listening and speaking for small groups of students.

_____65. This year I have used strategies from *Growing Into Language* for "Drama".

_____66. I record children's progress using the listening and speaking checklists from *Growing Into Language*.

_____67. I plan spelling activities for small groups of students.

_____68. I plan activities involving both listening and speaking for the whole class.

_____69. My students track and evaluate their own activities.

0	1	2	3	4	5	6	7	8	9
do not/ have not		monthly		weekly		daily			continually each day

_____70. This year I have used strategies from *Growing Into Language* for "Poetry".

_____71. My students use manipulative materials (feltboard, puppets, etc.).

_____72. I schedule time to involve other teachers/in-school resource people in planning my language program.

_____73. I plan activities involving all language skills (reading, writing, listening and speaking) for the whole class.

_____74. I record children's progress using the reading and writing checklists from *Growing Into Language*.

_____75. I plan listening activities for individual students.

_____76. I evaluate and record student progress before a unit.

_____77. This year I have used strategies from *Growing Into Language* for "Trips".

_____78. I plan printing/handwriting activities for individual students.

_____79. I plan reading time with assigned material for small groups.

_____80. In my language program, "small groups" are formed according to student skill levels.

_____81. I plan creative writing activities on assigned topics for the whole class.

_____82. I evaluate and record student progress after a unit.

_____83. I plan spelling activities for the whole class.

_____84. I plan creative writing activities on topics of student's choice for small groups.

****

_____85. At the present time I would say that implementation of *Growing Into Language* in my classroom language program is...

0	1	2	3	4	5	6	7	8	9
Not occurring		Beginning			Under	way			Fully established

Please enter ONE number (0 - 9) for each of the following items, using this scale for reference.

0	1	2	3	4	5	6	7	8	9
disagree absolutely	strong reservations			agree with some reservations					agree absolutely

_____86. Reading and writing will mature naturally if the child is immersed in an environment rich in written language.

_____87. Children learn language best when the listening, speaking, reading and writing are taught through their real life experiences.

_____88. Children learn phonics, spelling, and grammar best in natural language contexts.

_____89. Children learn oral and written language from other children.

_____90. Children learn reading best when instruction focuses on skill in decoding words.

_____91. Children develop naturally through stages of written language acquisition.

_____92. Children learn best when letter-sound relationships are taught in a specific order.

_____93. Thinking and problem-solving skills develop after children acquire basic written language skills.

_____94. Children learn language best when they feel free to risk making mistakes in experimenting with language.

_____95. Children are learning written language best when their work is without error.

_____96. Children learn written language best through situations that encourage them communicate for their own purposes.

_____97. *Growing Into Language* includes strategies for teaching spelling, phonics and grammar.

_____98. Children learn reading best when instruction focuses on reading for meaning.

****

Please enter appropriate number. Use decimals for portions of hours.

99._____average (per week) number of <u>hours</u> that a helper was in your class this year (E.A., co-op student, volunteer, etc.)

INSERVICE

GROWING INTO LANGUAGE : For each type of inservice below, please indicate approximately how many hours of inservice on this curriculum document you have had since *Growing Into Language* was introduced in 1989-90.

100. _____hours
school team meetings

101. _____hours
individual consultation with consultant

102. _____hours
formal inservice by consultant

WHOLE LANGUAGE: Approximately how many hours of inservice on Whole Language have you had in addition to the above...

103. ...during teacher education (university and/or teachers' college) _____hours

104. ...since employed as a teacher (conferences, workshops,etc.) _____hours

****

Please make COMMENTS about specific items here.

#___ _____

#___ _____

#___ _____

#___ _____

#___ _____

#___ _____

#___ _____

#___ _____

#___ _____

General comments?_____

_____

_____

_____

_____

Thank you for your valuable assistance.

Please seal your survey in the envelope provided and return to Research Services.

Appendix IX

School Implementation

Development:

The survey was developed from the School Implementation Planning Guide.

Descriptive Results:

To determine the progress of the implementation of "*Growing Into Language*" at the school level, a school implementation questionnaire was developed by the Research Department and the Primary Consultants. The questionnaire was developed from the school level components of the "*Growing Into Language*" implementation plan. 24 of the 28 schools involved in the study responded. The questionnaires were completed by the school principal in collaboration with the school primary teaching team in May of 1992. The average team size was 9. The majority of schools involved in the study first included "*Growing Into Language*" on their school plans during the 1989/90 and 1990/91 school years. Most schools decided to work as a team and received their copies of "*Growing Into Language*" during the same time frame. Most schools held primary team meetings concerning "*Growing Into Language*" at least once a month during the 1991/92 school year. The average number of meetings during the year was 8. Inservice components for awareness/orientation to "*Growing Into Language*", philosophy, teaching-learning cycle process, images of learners and evaluation were held for most of the schools between 1989 and 1992 in terms of existing school plans. All 9 vehicles of "*Growing Into Language*" were selected by the various sample schools as a focus for their efforts.

Vehicle outgrowth included:

- inservice by the primary consultant – 13 schools
- inservice by the special education consultant – 1 school
- inservice the area LRT – gifted – 8 schools
- inservice by other area resource and system members – 6 schools
- inservice by Staff Development – 5 schools
- inservice by APT/HKTA – 7 schools
- inservice by principal – 1 school
- 12 schools had staff members attend conferences related to their school's focus

Resources were assembled within the school to support the implementation of "*Growing Into Language*" by borrowing resources from the area office (21 schools), use of school budget (17 schools), make and take sessions (16 schools), applications for incentive funding (10 schools), as well as "Home and School" fundraising and support from OPSTF and FWTAO. Community awareness components of "*Growing Into Language*" included classroom and school visits (20 schools), school newsletters (15 schools), displays in school and community (12 schools), coffee and conversation with parents (8 schools) and parent workshops (7 schools).

Teachers' Comments:

The teacher surveys, both in February and in June, also invited the respondents to make general comments. Teachers commented on the *Growing Into Language* document, on the implementation and inservice of the document, on their classroom practices and on the survey itself. The majority of comments about the Document were positive ones; comments on the survey tended to be negative. The following examples represent these comments.

1. **Comments About Growing Into Language**
   - I feel *Growing Into Language* is a valuable resource, but I still have to take the time to ease into it, a section at a time.
   - I feel the S.K. program enhances the concepts and beliefs outlined in *Growing Into Language.*
   - I think *Growing Into Language* is a marvelous document especially for the inexperienced teacher. It has given me new slant on what I have been doing. I do object to the implications that before this document we weren't following the same philosophy and practices. I have been following this approach for 15 years.
   - I believe in the whole language approach, as it addresses the "whole child" as do I. I also see that some teachers do not see phonics as part of whole language. It is, in all I've read, a part of language, to be taught as a need arises, etc. Picture clues, initial letters, context clues are all important in deciphering words.
   - *Growing Into Language* makes setting up your classroom as an active whole language classroom very easy but it also gives great ways to track and evaluate children. It is a wonderful resource for teachers but it's also not the only way to do things (just the easiest and the best)
   - The text is a wealth of information, though sometimes the book didn't seem specific enough (because I knew so little). The Consultant and Journeys manuals gave me specific starting places while I started to learn. Now each time I look at the text, I see refinements of ideas I didn't know before, i.e. new starting points to improve still more. Probably the greatest deterrent to success is time to read and implement. Thanks for writing it and investing time. I've never had so much fun teaching in my life!
2. **Comments on Respondents' Classroom Practice**
   - Because we have Writing To Read in our school, there is a scheduled time for writing and phonics. This takes up an hour a day and therefore I do schedule some specific time for reading as I need to, to balance the program.
   - As an S.K. teacher I found answering the questions on reading, spelling, creative writing, rather difficult as my children write daily in journals or shape books using random letters or invented spelling.
3. **Comments on Implementation**
   - I would like to attend more hours of inservice for *Growing Into Language* and whole language on P.A. days, whether it is new information or review.
4. **Comments on the Survey**
   - I found your scale difficult to follow for some items. An always, sometimes, never scale would have been better for me.
   - I find your rating system difficult to work with. I do so many of these things regularly but they are not "continually".
   - Once again I found this very difficult to fill out as many of these questions do not apply to S.K.
   - I find this survey very repetitive and frustrating. The questions seem to the same and therefore I seem to have lost track of the purpose.
   - If you should ever conduct studies again during the school year, please do not schedule the same during the week of report cards. I thoroughly enjoyed being part of this study, and have learned much about my own program from being involved.

Many teachers added comments to the items on the Survey Of Primary Teaching Practices. Some of these comments describe the respondents' language programs and some of the comments give suggestions for additions or changes to the curriculum. The following comments are representative of the responses made on the February and June Surveys.

Comments describing respondents language programs

Re. student choice :

- Pupils have a mixture of choosing and planning their own activities and teacher chosen and planned activities.
- In the Kindergarten many centres are open-ended thus the children really do decide what they will do, though it is sometimes limited to the materials provided.
- I try to plan open-ended activities so all students will achieve success on the activities.

Re. Skill-based worksheets

- Pupils use specific skill worksheets based on a personal dictated news story.

Re. Planning and scheduling the Language Program

- I try to incorporate phonics during newschart, language and journal activities
- I do not think of these skills in isolation or in a block. All language skills are considered together in one block.
- Language skills are integrated into theme activities. All these happen in my classroom but the whole class doesn't sit down to spelling or phonics at a specific time.
- I don't schedule blocks of time to cover activities. Activities are on-going and totally integrated in the S.K. classroom.
- I try to incorporate spelling skills during newschart and journal times.
- I don't actually block times for these activities with my whole class but I do discuss spelling of words, sounds etc. incidentally.
- We have Writing To Read every day.
- I plan based on the needs and stages of development of my children.

Re. Evaluation

- I keep pupil folders – an accumulation of work samples – more so than records that I write.I relate this work to the checklists, but not in writing on the checklists, except in "special circumstances".
- I use the S.K. checklist.
- I use my own type of evaluation but not a checklist. I keep the teaching sheets from Math and English activities on which I keep daily comments and I keep anecdotal records as well.
- Scale does not apply in my view.
- I use the characteristics with parents when I communicate with them.
- *Growing Into Language* Growth Strands are open when parents come in for interviews. I refer to child's developmental level on report cards. The Checklists have been very helpful when writing reports.
- I use the characteristics daily for my own information.

Re. Planning

- Since my Language planning is in conjunction with three other people, I plan every 6 days. Daily adjustments do occur though.

Re. Whole Language/grammar/spelling/phonics

- These things must be taught but incidentally, when the need or opportunity arises.
- Whole Language includes this as the children are ready, e.g. conference with a child, modelling in chart stories, letters (written) to places, etc.
- Some children learn (reading) best by using sound/symbol relationships as their primary reading strategy.
- I do believe these are important and should be taught as part of the whole language experience.
- There should be more teaching strategies and methodologies included in the document. Document should include more specific skills checklists to guide instruction.
- There are no guidelines for skills to be taught in these areas. Never mind "how" – "what" are we supposed to teach?
- It's taken a lot of inservice to see and understand the strategies there. The theory is necessary to back up the openhandedness and individualization of the strategies. They are hard to see until one has the experience using them. Only then do you see that what seem to be fun activities actually can be giving direction re-phonics, spelling, etc.

Growing Into Language Implementation
School Team Survey

To: The Principal,

Student outcomes from Growing Into Language can be understood only in the context of its implementation. We are collecting information on implementation at the classroom (teacher), school, area and system level. To provide us with information regarding implementation of Growing Into Language at your **current** school, please complete the following **in collaboration with your school primary teaching team,** and return to Research Services by **MAY 15, 1992.**

These items were developed from the *Growing Into Language Implementation Plan: School Level Components.*

Please circle, check, specify or describe, as appropriate.

Number of members of primary teaching team contributing to this survey: _____

School Planning

1. When did/will Growing Into Language first appear in your school plan?

   1988 1989-90 1990-91 1991-92 1992-93

2. When did/will your school "declare to work as a team" and receive their copies of Growing Into Language?

   1989-90 1990-91 1991-92 1992-93

3. To what extent have staff changes (transfers, etc.) delayed your school's implementation of GROWING INTO LANGUAGE?

   ____not at all ____a little ____moderately ____a lot

Teaming

4. How often were primary team meetings re Growing Into Language held this year (1991-92)?

____not at all "last year" ____once a week

____once every two weeks ____once a month

____irregularly (Please indicate total number of meetings during this school year.__ __)

5. Who participates **regularly** in your school primary team meetings?

Principal	Y	N	na
Vice-principal	Y	N	na
J.K., S.K., Gr. 1, Gr. 2, Gr. 3 classroom teachers	Y	N	na
Teacher-librarian	Y	N	na
Learning Resource teacher	Y	N	na
Primary Special Education teacher(s)	Y	N	na
EASL Teacher(s)	Y	N	na
French Immersion teachers	Y	N	na

Other?_____

Inservice

6. When were each of the following inservice components delivered to your school primary team?

a) **Awareness** - orientation to the Growing Into Language document
1989-90 1990-91 1991-92

b) **Philosophy** - Beliefs underlying Growing Into Language
1989-90 1990-91 1991-92

c) **Process** - The Teaching/Learning process
1989-90 1990-91 1991-92

d) **Process** - The Images of Learning
1989-90 1990-91 1991-92

e) **Evaluation**
1989-90 1990-91 1991-92

f) Other inservice **prior to** implementing the school action plan?_____
1989-90 1990-91 1991-92

Action Plan

7. **Practice**: Which of the following vehicles have been selected by the primary teaching team in your school as the focus for their efforts? (Check all that apply from 1989 to present.)

____Trips ____Resource People ____Active Listening
____Sharing Time ____Poetry and Rhymes ____Books
____Storytelling ____Research ____Drama
____Other?_____

puppets, evaluation (buddies, volunteers, school themes)

8. **Vehicle Outgrowth**

	# inservice sessions/conferences
a) **Inservice** by - Primary consultant (not cited in #6)	_____
- Special Education consultant	_____
- Area L.R.T. - Gifted	_____
- Other Area Resource/System Team members	_____
- Staff Development	_____
- APT/HKTA	_____
- Principal	_____
- Conferences 12 schools	_____ _____
	# people

b) How have you assembled **resources** within the school to support the implementation of Growing Into Language?

____incentive funding ____"Make and Take" session(s)
____borrowing resources from Area office ____School budget
____Other monetary?_____
____Other non-monetary?_____

c) What opportunities for **sharing** have been developed for your primary staff (i.e., professional reading, ideas, videos, etc.)

*_____
*_____
*_____
*_____

How frequently has this occurred this year?_____

d) **Other vehicle outgrowth initiatives** in the primary grades not covered above?

* _____

* _____

e) **School-wide initiatives** focussing on language?

* _____

* _____

Community Awareness

9. How have you shared Growing Into Language beliefs and strategies with **parents**?

	How many times this year?	
____Newsletters	_____	weekly/monthly
____Coffee and Conversation/Tea and Talk	_____	
____Classroom visits, Open House/Open Door	_____	weekly
____Parent Workshops	_____	
____Displays in school	_____	ongoing
____Displays in community	_____	
____Other?_____		

Please send to Connie Kidd, Research Services by May 15.

Thank you for your assistance. We look forward to sharing the results of the evaluation of Growing Into Language with you next year.

_____ _____

Diane Rawsthorn (ext. 387) Connie Kidd (ext.355)

Appendix X

Area Implementation

Development:

The survey was developed from the Area Implementation Planning Guide.

Descriptive Results:

The *Growing Into Language* Implementation Area Survey was developed by the Primary Consultants and Coordinator from the *Growing Into Language* Implementation Plan: Area Level Components. The survey was completed collaboratively in each of the four areas by the Area Supervisor and the Primary Consultant. Respondents were asked to respond to four items and elaborate upon them.

The results of the Area Implementation Survey indicate the following: The awareness sessions for Principals, Vice-Principals and the Area Resource Teams were carried out in 1990. The focus of these sessions was on the awareness of the document, its philosophy, the implementation plan for *Growing Into Language*, resources and the teaching/learning cycle.

There was a range of additional inservice sessions provided for principals that spanned from no inservice provided to on-going inservice. A variety of topics, formats and groupings were found in these sessions.

There was a wide range of area outgrowths that occurred with the implementation of the document. A number of teacher-directed workshops (6-12) were held in each of the areas from '89-'92. A few parent-directed workshops were initiated at the school level. The area plan supported implementation by providing a number and variety of professional resources for loan by schools and individual teachers. These included videos, big books, language kits and professional reading material. A component of the implementation plan was to facilitate school visitations by teachers. The supply teacher budget restraints limited these visits. There was some sharing of areas successes, for example, Young Authors Conferences. Each area supported the implementation of *Growing Into Language* in other unique ways, for example, by providing funds to support school events or the purchase of language reference materials, by forming steering committees to provide direction and leadership within the area with respect to implementation and by supporting consultant and teacher attendance at conferences.

In summary all components of the Area Level Implementation of *Growing Into Language* were completed as planned. The area outgrowths component was by far the most extensive in implementation.

Growing Into Language Implementation
Area Survey

To: Area Supervisor

Student outcomes from Growing Into Language can be understood only in the context of its implementation. We are collecting information on implementation at the classroom (teacher), school, area and system level. For your awareness and our information, please **collaborate with your area Primary Consultant(s)** in completing the following information. These items were developed from the *Growing Into Language Implementation Plan: Area Level Components.*

Please return to Research Services by JUNE 26, 1992

1. **Awareness Session(s) for Principals (1989-present):** _____
   Year

   Provide a brief description of the session(s). _____
   _____
   _____

2. **Awareness session(s) for Area Resource Team:** _____
   Year

   Provide a brief description of the session(s). _____
   _____
   _____

3. **Briefly highlight any additional inservice session(s) provided for principals:**
   _____
   _____
   _____

4. **Area outgrowth:** **Brief Description**

a) teacher-directed workshops_____

_____

b) parent-directed workshops_____

_____

c) professional resources for loan and preview_____

_____

d) conference funding - consultant_____

_____

- school staff_____

_____

e) facilitate school visitations_____

_____

f) sharing of Area successes_____

_____

g) Other?_____

_____

Thank you for your assistance. We look forward to sharing the results of the evaluation of Growing Into Language with you next year.

Diane Rawsthorn

Diane Rawsthorn (ext. 387)

Connie Kidd

Connie Kidd (ext.355)

Appendix XI

System Implementation

Development:
The survey was developed from the System Implementation Planning Guide.

Descriptive Results:

The system level implementation of *Growing Into Language* was assessed by reviewing the Implementation Plan: System Level Components. Three broad areas have been completed.

Levels of use charts have been developed for teachers and administrators to be used as guidelines to assess implementation of *Growing Into Language* by teachers and administrators.

A variety of language resources have been provided for the Area Primary Consultants to support them with implementation at the area and school level. These include videos and professional reference books for teachers and principals. Staff development has been provided on a variety of topics (basic process skills and developing action plans).

Finally, a number of resources have been provided to areas and schools. These include: new primary language arts materials for all elementary schools; Primary Division Reference Sets (dictionaries and thesauri) for grade 2/3, 3, and 3/4 classrooms throughout the system; the development and distribution of brochures and pamphlets to support *Growing Into Language* (Focus on Process Writing); language conferences were attended; introductory storytelling courses were sponsored; and materials were purchased by Media Services.

Only two items were not completed as planned. A decision was made not to develop a Primary Writing Folder. The development of Language Kits was carried out at the area level rather than through Kit Services.

Growing Into Language Implementation Plan

System Level — Components	Year 1 1989-90	Year 2 1990-91	Year 3 1991-92	Year 4 1992-93
✣ Develop Levels of Use Charts • teachers • principals • area supervisors/superintendents				
✣ Provide Resources for Primary Consultants • Staff Development Video Package • Administrator's Guide to Whole Language • Team Staff Development on Basic Process Skills • Professional Reference Collection in Primary/Junior Dept. • $1,500.00/consultant for purchase of materials				
✣ Provide Resources for Schools and Areas • $10,000.00 through Primary Language Arts Materials Maintenance Plan • development and distribution of Primary Division Reference Sets • development and distribution of Primarily Yours Newsletter • $1,000.00 through Curriculum Thrust Conference Funds • development of Primary Writing Folder • development of Language Kits through Kit Services • recommendations for materials purchase to Media Services				

Appendix XII

EVALUATIVE RESULTS

We have developed a model to review the effectiveness of program in order to answer the questions: **Does the program have benefits for students? What is working? What can be improved?**

The development process included reviews of Writing To Read (student outcomes), the Preliminary Middle School Review (program delivery), and the Cooperative Education Review (program content, delivery and student outcomes). **This review of *Growing Into Language* represents our first attempt to directly assess the impact of the program, in its natural implementation, on student skill and attitude outcomes.**

The charts on the following pages present results of statistical analyses, testing the impact of the *Growing Into Language* practices and beliefs, and those of an Other program (skill based) on students' Word Reading, Nonsense Word Reading (phonic analysis) and Writing skills, and on their overall Reading Attitude, and Attitude to Challenging Reading. The analyses were conducted as follows:

- items were identified by the Primary Department as CRITICAL to implementation of Growing Into Language, or as representing implementation of OTHER programs;
- items were inspected for consistency and for relationship to the student outcomes;
- effects of control variables were removed;
- the effect of each set of items (*Growing Into Language,* Other) on each student outcome was analyzed.

The charts present overall findings which are valid across all grades, and which control for pre-existing differences among schools.

The Technical Notes following the charts contain clarification of statistical methods and terminology.

CK/ZM
Research Services
April 1993

IMPACT OF TEACHING PRACTICES AND BELIEFS ON WORD READING IN PRIMARY GRADES

* The sets of items which correlate with WORD READING are presented below.
* Each set of items was tested separately for signficance of impact on students' WORD READING skills.

GROWING INTO LANGUAGE PROGRAM	*OTHER PROGRAM*
In combination, the following set of Growing Into Language practices and beliefs has a SIGNIFICANT POSITIVE IMPACT on students' WORD READING skills.	**In combination, the following set of Other practices and beliefs has a SIGNIFICANT NEGATIVE IMPACT on students' WORD READING skills.**
9. I provide different activities for different stages of children's development. 20. I plan reading time with material of student's choice for individual students. 23. I keep anecdotal records of children's skills. 42. I record my observations of childrens' progress. 49. My students plan their own activities. 62. I plan creative writing activities on topics of student's choice for the whole class. 100. Balance of evaluation: before, during, and after a unit. 87. Children learn language best when the listening, speaking, reading and writing are taught through their real life experiences. 88. Children learn phonics, spelling, and grammar best in natural language contexts. 91. Children develop naturally through stages of written language acquisition. 94. Children learn language best when they feel free to risk making mistakes in experimenting with language. 96. Children learn written language best through situations that encourage them to communicate for their own purposes. 98. Children learn reading best when instruction focuses on reading for meaning.	4. I plan my language program based on grade level expectations derived from my teaching experience with children of this grade. 6. I plan phonics activities for the whole class. 12. I plan reading time with assigned material for the whole class. 44. I record children's progress using word lists/checklists from basal readers/spellers. 90. Children learn reading best when instruction focuses on skill in decoding words. 92. Children learn best when letter-sound relationships are taught in a specific order. 95. Children are learning written language best when their work is without error.
As Growing Into Language practices increase from weekly to continually throughout the day, and Growing Into Language beliefs increase from moderate to strong, students' WORD READING scores increase from 15 to 22 (of 43) words read correctly.	**As Other practices increase from rarely to daily and Other beliefs increase from weak to moderate, students' WORD READING scores decrease from 21 to 15 (of 43) words read correctly.**

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IMPACT OF TEACHING PRACTICES AND BELIEFS ON NONSENSE READING IN PRIMARY GRADES

* The sets of items which correlate with NONSENSE READING are presented below.
* Each set of items was tested separately for signficance of impact on students' NONSENSE READING skills.

GROWING INTO LANGUAGE PROGRAM	*OTHER PROGRAM*
In combination, the following set of Growing Into Language practices and beliefs has a SIGNIFICANT POSITIVE IMPACT on students' NONSENSE READING (phonic analysis) skills.	**In combination, the following set of Other practices and beliefs has NO SIGNIFICANT IMPACT on students' NONSENSE READING (phonic analysis) skills.**
24. I plan my language program based on developmental expectations of student progress derived from curriculum documents, etc. 46. My students use books that they choose. 62. I plan creative writing activities on topics of student's choice for the whole class. 72. I schedule time to involve other teachers/in-school resource people in planning my language program. 84. I plan creative writing activities on topics of student's choice for small groups. 100. Balance of evaluation: before, during and after a unit. 96. Children learn written language best through situations that encourage them to communicate for their own purposes.	7. I plan speaking activities for the whole class. 8. I plan creative writing activities on assigned topics for individual students. 12. I plan reading time with assigned material for the whole class. 15. I plan my language program based grade level expectations derived from teachers' manuals. 30. I plan creative writing activities on assigned topics for small groups. 44. I record children's progress using word lists/checklists from basal readers/spellers.
As Growing Into Language practices increase from weekly to continually throughout the day, and Growing Into Language beliefs increase from moderate to strong, students' NONSENSE READING skills increase from 7 to 14 (of 32) items read correctly.	**As Other practices increase from rarely to daily and Other beliefs increase from weak to moderate, there is NO SIGNIFICANT CHANGE in students' NONSENSE READING skills.**

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IMPACT OF TEACHING PRACTICES AND BELIEFS ON GROWTH IN WRITING SKILLS IN PRIMARY GRADES

* The sets of items which correlate with WRITING are presented below.
* Each set of items was tested separately for signficance of impact on students' WRITING skills.

GROWING INTO LANGUAGE PROGRAM	*OTHER PROGRAM*
In combination, the following set of Growing Into Language practices and beliefs has a SIGNIFICANT POSITIVE IMPACT on GROWTH in students' WRITING skills.	**In combination, the following set of Other practices and beliefs has NO SIGNIFICANT IMPACT on GROWTH in students' WRITING skills.**
3. I evaluate and record children's progress using student process (how they do it). 9. I provide different activities for different stages of children's development. 10. I plan reading time with material of student's choice for the whole class. 23. I keep anecdotal records of children's skills. 24. I plan my language program based on developmental expectations of student progress derived from curriculum documents, etc. 36. My students choose their own activities. 39. In my language program, "small groups" are formed according to student interests. 47. I modify expectations for individual children. 51. I modify activities for individual children. 60. I use the observable characteristics from Growing Into Language in describing children's language progress to parents and colleagues. 63. I plan creative writing activities on topics of student's choice for individual students. 71. My students use manipulative materials (feltboard, puppets, etc.). 84. I plan creative writing activities on topics of student's choice for small groups. 85. At the present time I would say that implementation of Growing Into Language in my classroom program is...not occurring...beginning under way fully established. 87. Children learn language best when the listening, speaking, reading and writing are taught through their real life experiences. 94. Children learn language best when they feel free to risk making mistakes in experimenting with language. 96. Children learn written language best through situations that encourage them to communicate for their own purposes. 97. Growing Into Language includes strategies for teaching spelling, phonics and grammar. 98. Children learn reading best when instruction focuses on reading for meaning.	16. I plan printing/handwriting activities for small groups of students. 30. I plan creative writing activities on assigned topics for small groups. 50. I assign skill workbooks/worksheets. 52. I plan printing/handwriting activities for the whole class. 59. I evaluate and record children's progress using students' final products (what they produce).
As Growing Into Language practices increase from weekly to continually throughout the day, and Growing Into Language beliefs increase from moderate to strong, students' WRITING GROWTH increases from 1 to 3 points on the 18 point writing scale-Appendix V.	**As Other practices increase from rarely to daily and Other beliefs increase from weak to moderate, there is no change in students' WRITING GROWTH.**

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IMPACT OF TEACHING PRACTICES AND BELIEFS ON OVERALL READING ATTITUDE IN PRIMARY GRADES

* The sets of items which correlate with READING ATTITUDE are presented below.
* Each set of items was tested separately for signficance of impact on students' READING ATTITUDE.

GROWING INTO LANGUAGE PROGRAM	*OTHER PROGRAM*
In combination, the following set of Growing Into Language practices and beliefs has a SIGNIFICANT POSITIVE IMPACT on students' overall READING ATTITUDE.	**In combination, the following set of Other practices and beliefs has a SIGNIFICANT POSITIVE IMPACT on students' overall READING ATTITUDE.**
14. I plan my language program based on expectations of individual student's rates of progress derived from my student evaluation records. 18. I plan reading time with material of student's choice for small groups. 66. I record children's progress using the listening and speaking checklists from Growing Into Language. 74. I record children's progress using the reading and writing checklists from Growing Into Language. 76. I evaluate and record student progress before a unit. 97. Growing Into Language includes strategies for teaching spelling, phonics and grammar. 98. Children learn reading best when instruction focuses on reading for meaning.	4. I plan my language program based on grade level expectations derived from my teaching experience with children of this grade. 6. I plan phonics activities for the whole class. 8. I plan creative writing activities on assigned topics for individual students. 12. I plan reading time with assigned material for the whole class.
As Growing Into Language practices increase from weekly to continually throughout the day, and Growing Into Language beliefs increase from moderate to strong, students' overall READING ATTITUDE increases from "Some fun" to "Lots of fun!".	**As Other practices increase from rarely to daily and Other beliefs increase from weak to moderate, students' overall READING ATTITUDE increases from "O.K." to "Some fun".**

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IMPACT OF TEACHING PRACTICES AND BELIEFS ON ATTITUDE TO CHALLENGING READING IN PRIMARY GRADES

* The sets of items which correlate with CHALLENGING READING are presented below.
* Each set of items was tested separately for signficance of impact on students' attitude to CHALLENGING READING.

GROWING INTO LANGUAGE PROGRAM	*OTHER PROGRAM*
In combination, the following set of Growing Into Language practices and beliefs has NO SIGNIFICANT IMPACT on students' attitude to CHALLENGING READING.	**In combination, the following set of Other practices and beliefs has NO SIGNIFICANT IMPACT on students' attitude to CHALLENGING READING .**
19. I schedule time to involve students in planning the language program. 46. My students use books that they choose. 47. I modify expectations for individual children. 66. I record children's progress using the listening and speaking checklists from Growing Into Language. 100. Balance of evaluation: before, during and after a unit.	8. I plan creative writing activities on assigned topics for individual students. 53. I record children's progress using teacher-made tests. 90. Children learn reading best when instruction focuses on skill in decoding words.
As Growing Into Language practices increase from weekly to continually throughout the day, and Growing Into Language beliefs increase from moderate to strong, there is NO SIGNIFICANT CHANGE in students' attitude to CHALLENGING READING .	**As Other practices increase from rarely to daily and Other beliefs increase from weak to moderate, there is NO SIGNIFICANT CHANGE in students' attitude to CHALLENGING READING.**

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TECHNICAL NOTES

Factor Analysis: Different items are clustered according to their **correlations** with each other. This procedure was used to reduce the 17 items of the Reading Attitude Survey to two outcomes (Overall Reading Attitude and Attitude to Challenging Reading). Factor analysis was also used to assist in identifying the sets of teaching practices and beliefs, and correlations with student outcome measures were considered as well.

Reliability: Reliability of students' writing scores is expressed by the **correlation** between the ratings assigned to the same writing sample by two independent raters.

Correlation: The statistic which describes the relationship between two variables: as one score increases, the other increases or decreases by a predictable amount. Correlations range from 0 (no relationship) to +1 (exactly the same) or -1 (as one increases, the other decreases by an exactly predictable amount). The correlation of .82 for the reliability of students' scores on the writing samples is close to 1, indicating that scores assigned by different rates were quite similar.

Correlations were also used in the analysis of the impact of teaching practices and beliefs on student outcomes. In this case, correlations were calculated after the influence of **control variables** was removed.

Control Variables: It is necessary to ensure that any significant effects found are not due to factors other than programs. For this reason, the following control variables were used.

Grade: Data for students in senior kindergarten to grade three were analyzed at the same time. Thus, the influence of a child's grade on the outcome (e.g., writing score) was removed before program factors were tested for significant effects.

School status: A school status control variable was also used in this way, to account for differences in general level of scholastic ability within a school (average grade three scores on the Otis-Lennon School Abilities Test).

Initial writing score: For the evaluation of effects of teaching practices and beliefs on growth in students' writing skills, each student's January writing score was partialled out first. This ensured that conclusions about program effects on Writing Growth were not affected by how well a student could write in the first place.

Multiple regression: Simple regression is used to predict Y from X based on their relationship (correlation). Multiple regression tests several variables (multiple X's) one after another for their ability to predict an outcome (Y). Multiple regression procedure was used to account for the relationship of each control variable to a student outcome. Then the program variable was tested to determine whether it made an additional, significant contribution to prediction of students' scores.

Statistical significance: Where used to refer to program and control variables or student outcome measures, the word "significance" indicates statistical significance. This means that differences among scores were tested to determine whether they reflect normal child-to-child variability, or whether the program is having a consistent effect on those scores.

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1993 04 28

Appendix XIII

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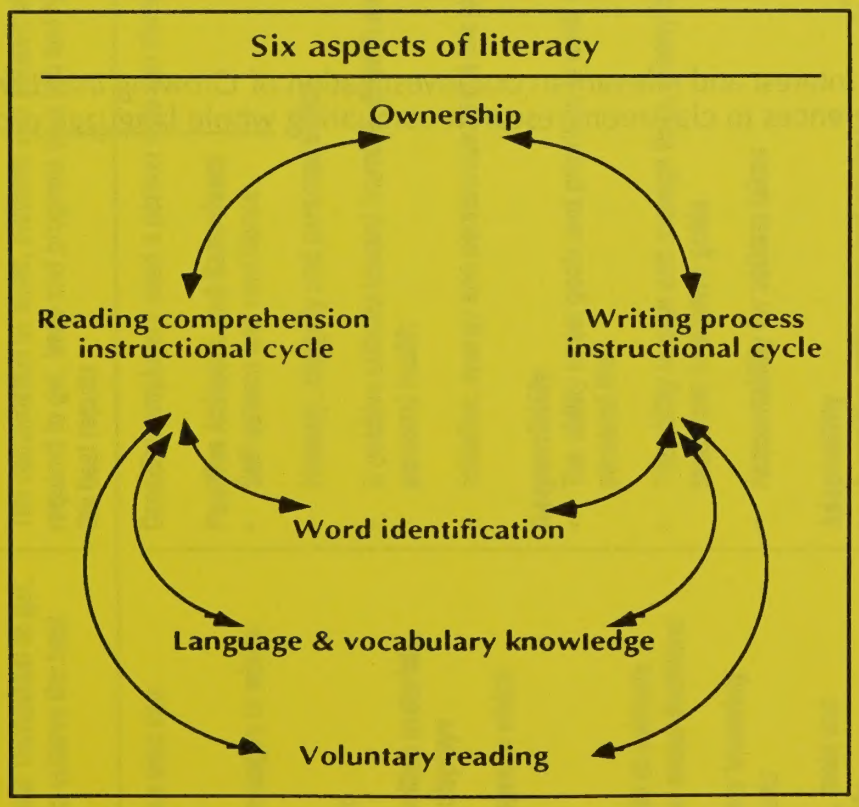
Appendix XIV

Notes

1 These statistics are derived from the Statistics Canada Survey of Literacy Skills used in Daily Living Skills conducted in 1989 and the Southam Literacy Survey of 1987. The former is considered a better source of information due to its larger sample, and data for Ontario residents tested in English was obtained from Statistics Canada. Participants were tested in the official language of their choice, but only the results for testing in English in Ontario are reported here.

2 Readers are reminded that results are relevant to literacy in English or French. Many or all participants in the "not born in Canada" groups (and some who were) **may well be more or fully literate in their own language**. Not reported in the text (for reasons of its focus of attention) is the information that of Ontarians not born in Canada who did not complete high school, 48% are functionally illiterate in English. This points to a strong need for adult English literacy training opportunities for these new Canadians.

3 Research in language development has resulted in a shift in focus. Where language use or function was previously considered one of five separate but interrelated aspects of language, it is now considered to be "the overall organizing principle of language" (Owens, 1988; p. 21).



Assessment and accountability in a Whole Literacy curriculum

Kathryn Au, 1990

In the context of literacy skills, this shift is evident in the focus on

- children taking responsibility for their own learning (ownership); and
- children choosing and being motivated to read independently for their own purposes (voluntary reading)

4 The Conference Board of Canada recently published the Employability Skills Profile which answers the question "What do employers need in employees?" by delineating skills in three areas: Academic, Personal Management, and Team work. Though the Ministry guidelines for primary language education and *Growing Into Language* itself pre-date this publication, it is interesting to note that curriculum renewal during the 1980's has focused on a relevant spectrum of desired outcomes for our students.

5 Research on the effectiveness of the Language Experience approach, a precursor to whole language, has been excluded. The most notable difference between these two approaches is whole language's emphasis on the writing process which makes an important contribution to the development of children's knowledge of sound-symbol relationships (phonics), (Gunderson and Shapiro, 1987; Ehri, 1987, 1989, 1991). The writing process is a critical component of *Growing Into Language*.

Some readers may note the absence of reference to Marilyn Jager Adams' recent book Beginning to Read: Thinking and Learning About Print. Ms. Jager Adams' book was written by U.S. Congressional mandate in response to the questions "Is phonics a worthwhile component of beginning reading instruction? If so why? And how might such instruction be most effectively realized?" (Adams, 1990). Adams' clear conclusion from her reviews of reading research was that learning phonics is valuable. In a follow-up article, Adams states:

> **"...the more I studied (the questions) ... the more convinced I became that both sides of the debate were right. They were right, moreover, not as alternatives to one another, but as necessary complements, effective and realizable only in complex interdependency with one another. It is the message that I tried most of all to convey in the book that resulted from my work."**

Adams' conclusions are of interest and relevant to our investigation of *Growing Into Language*. However, her book contained no references to classroom research comparing whole language programs to other programs.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend and use written materials, including graphs, charts and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity and personal ethics
- A positive attitude toward learning, growth and personal health
- Initiative, energy and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money and other resources to achieve goals
- Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done—creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario K1H 8M7, Telephone: (613) 526-3280, Facsimile: (613) 526-4857.

This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

Appendix XV

Acknowledgements

Computer Services Staff for programming assistance in obtaining data from the Student Information System.

Hamilton Board of Education Elementary Schools, the teachers, principals and students who participated in this review.

Hamilton Board of Education Primary Consultants (present and past) and Coordinator:

Doug Baker, Area 1 – Classroom Implementation, School Implementation
Barb Haverty, Area 2 – Classroom Implementation
Lee Hondronicols, Area 3 – Reading Attitude Survey
Kathy Watters, Area 3 – Writing Samples
Bill Whittle, Area 4 – Writing Samples
Carol Phillips, Area 2 – Teachers' Comments
Shelagh Simpson, Early Years Coordinator – Teachers' Comments

Harry Paikin Library Staff, especially the Research Librarians, who provided ongoing support in obtaining relevant literature.

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Diane Rawsthorn, former Primary-Junior Coordinator, who initiated the study and co-ordinated its design and implementation.

Joyce Stewart, retired Primary Consultant, for developing the writing codes, and coding over 1,000 writing samples.

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1993 06 08

Confirmation of the minutes of the 1993 05 11 regular meeting and special meeting of 1993 04 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Response re Provincial Mathematics Review (Grades 8, 10, 12)

2. Report from the Officials regarding a Review of the status of the recommendations from the Report of the Food Policy Committee **Pages 1 to 37**

3. Report from the Officials re a Model for Program Costing **Pages 38 to 44**

4. Verbal Update from the Officials regarding City Hall Levy Payments to Boards

NEW BUSINESS:

1. Textbook and Learning Material Approval as per Circular 14 **Pages 45 to 53**

2. Interim Financial Status Report – April 30, 1993 **Pages 54 to 60**

3. Report of the AIDS Committee **Page 61**

4. Report of the Supervised Alternative Learning for Excused Pupils Committee **Pages 62 and 63**

5. Report of the Transportation Committee **Page 64**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials regarding:
   a) Teen Health Clinics **Pages 65 to 80**
   b) Abstinence Education Programs in other jurisdictions **Pages 81 to 88**

2. Report from the Officials re Study of Delta Secondary School's cafeteria services **Pages 89 to 111**

3. Report from the Officials regarding the Consolidation of Caledon and Crestwood Secondary (Vocational) Schools **Pages 112 to 115**

NEW BUSINESS:

1. Recommendations of the Director of Education **Page 116**

1993.06.08

To: Chairman and Members
Operations Management Committee
Education Centre

From: Elizabeth G. Bond, Superintendent of Program

Re: Review of the status of the recommendations from the Report of the Food Policy.

Report: Information

BACKGROUND

"The Committee on Food Policies was established at the April 1989 Board meeting. The motion requested that a committee draw up proposed policies for the consumption of food on school properties, taking into account the eating habits of ethnic minorities, and that a report be brought back with recommendations."

The report of the Food Policy Committee (Appendix I) was presented to Operations Management Committee 1990/07/10.

In February 1992, the Food Policy Implementation Committee was formed to develop an implementation plan for the recommendations approved by the Board. Representation on this committee included principals, co-ordinators, teachers and members of Home and School. The Implementation Plan (Appendix II) was completed in April 1992.

Recommendations 1 - 13 (General)

In September, planning began for a pilot study which was initiated in January 1993. The pilot study involved all grades, elementary and composite and vocational secondary schools across the city.

Schools involved in the pilot included:

Elementary	Secondary
Fernwood Park	Barton
Hillcrest	Delta
Robert Land	Hill Park
Westview	Parkview

Each pilot school reviewed the Food Policy Implementation Plan and submitted examples of good nutrition practices currently in their schools. As a result, Food Policy Newsletters were created (Appendices III and IV).

The pilot study concluded in May 1993 with revisions made to the Implementation Plan and questionnaires were developed (Appendices V and VI) and distributed in May to measure school nutritional practices. This information collected from the questionnaires will provide baseline data prior to beginning implementation in September 1993.

Recommendation 14 (Elementary/Secondary)

In January 1989, Food Services was transferred from Family Studies to the Technological Education portfolio. This process was made necessary by the Ministry of Education's reorganization of technological education into five broad-based technologies, including Service Programs.

In 1989, a Ministry of Education Technological Education Renewal Program was established with accompanying funding. Through the provincial funding, a Food Services program was established at Delta and enhanced at Parkview. In just three years of operation the Food Services program at Delta has grown significantly, making it necessary to employ another full-time instructor.

Other schools in our system offering food services in varying degrees are Ainslie Wood, Caledon and Crestwood Secondary Schools.

With Services being established as one of the broad-based technologies, and Ministry funding made available we developed a long-range plan for Food Services.

This plan includes the following:

i) expanding food services from commercial and baking to include all four areas advocated by the ministry – commercial, baking, domestic, and restaurant services;

ii) developing new curriculum to include all four food service areas in basic, general and advanced levels;

iii) in-servicing teachers in the new curriculum – pedagogy and technical;

iv) integrating food services with other technological education and general studies programs;

v) developing a Secondary School Workplace Apprenticeship Program to satisfy community needs;

vi) providing a service to the community.

After two years of development, we have produced a curriculum, based on our Philosophy of Food Services (Appendix VII), in the four Food Service areas – general/advanced and basic level (Appendix VIII):

1) Each area topic includes the following:
   - instructional objectives;
   - content;
   - teaching strategies;
   - resource materials;
   - student outcomes;
   - evaluation.

2) Each course has objectives, core content, and optional units.

3) Each course follows Canada's Food Guide.

During the 1993-94 school year, each school will begin implementing the new curriculum.

Please Note:

A draft copy of Hamilton's Food Service 2nd. Generation curriculum will be provided for Trustee perusal prior to the Operations Management Committee meeting on 1993 06 08.

Recommendation 15 (General)

In May 1994, questionnaires will again be issued. The information collected will be compared to May 1993 baseline data. From this, a report will be produced to compare consistency of food and nutritional practices of the board with the Board's Food Policy.

ISSUE

To share information with the trustees regarding the status of the recommendations from the Report of the Food Policy Committee.

RECOMMENDATIONS

General

1. **That the status report on Recommendations 1-13 and 15 of the Food Policy Committee be received for information.**

Elementary/Secondary

2. **That the status report on Recommendation 14 be received for information.**

RATIONALE

Appendices

I	The Report of Food Policy Committee
II	Implementation Plan
III	Newsletter for Elementary Schools
IV	Newsletter for Secondary Schools
V	Elementary Questionnaire
VI	Secondary Questionnaire
VII	Philosophy of Food Services
VIII	Food Services Program

Prepared by: Marian Avery, Lunchroom Program Leader; James Kerr, Co-ordinator, Technological Education

Appendix I

Education Centre,
100 Main Street West,
Hamilton, Ontario
1990 07 10

TO THE CHAIRMAN AND MEMBERS,
OPERATIONS MANAGEMENT COMMITTEE,
Board of Education,
Hamilton, Ontario

Ladies and Gentlemen:

REPORT OF THE FOOD POLICY COMMITTEE

Mandate of the Committee:

The Committee on Food Policies was established by the April 1989 Board meeting. The motion read:

> that a committee be formed to include a secondary and an elementary principal, a member of the family studies staff, and a parent to draw up proposed polices for the consumption of food on school properties, taking into account the eating habits of ethnic minorities and that a report be brought back with recommendations.

Context of the Report:

Sound nutrition practices are essential for healthy growth and development. Food choices must support the need for individual nutrients while providing maximum protection against chronic diseases. Non-nutritious "junk" food is defined as food containing few nutrients for its energy (calorie) level, or excessive amounts of sugar, fat and salt and having a negative impact on health. Canada's Guidelines for Healthy Eating (Appendix 1) provide a working definition for sound nutrition practices.

The development of a school food and nutrition policy is identified as an important strategy for implementing Canada's Guidelines for Healthy Eating. The Department of Public Health Services has supported this initiative by providing a public health nutritionist to serve as a resource to the Board for the development of this policy. The Department of Public Health Services has also applied for additional public health nutrition staff to work with the Board in implementing the policy and integrating nutrition into the curricula at all levels.

The Process:

The committee has reviewed pertinent literature and found that education has a key role to play in the development of sound nutrition practices (see Appendix 2). The Committee has identified that nutrition is being taught across the curriculum, and is particularly strong in the elementary panel (see Appendix 3). It has looked at well articulated food policies from nine Canadian school boards, and has used those of Vancouver and Nova Scotia's school jurisdictions as models, because of their strong emphasis on the development of educated opinion for the growth of good nutritional habits (see Appendix 4).

2

RECOMMENDATIONS

I - GENERAL RECOMMENDATIONS

Rationale:

The committee has examined all aspects of the Board's operations where food is served The Committee has found that, in many areas, actual practices within the schools ar consistent with what is taught in the curriculum. There are already sound nutrition policie in place. The guidelines for the elementary lunchroom programs, for snacks in JK, and fo food served in child care facilities on the Board's properties are all excellentMan elementary schools have milk for sale to students during the lunch hour. In the elementar panel there has been a movement away from the sale of junk food for fund raising towards th sale of other equally profitable items. Home and School Associations do not use candy t raise money. Most middle schools that sell food during the lunch hour have a nutritiona policy to guide the variety and choice of food made available to students. Menus for th secondary school cafeterias contain nutritious choices of foods. The committee in it recommendations would like to further encourage these welcome developments.

Recommendations:

1. That the total school community be involved in improving nutritional understandi i schools.

2. That the Board should encourage staff and students to make good nutritional choices b changing attitudes towards nutritious food and actively promoting foods with goo nutritional value.

3. That the Board provides nutritional information to all those involved with food in th schools.

II - THE SALE OF FOOD IN SCHOOLS OTHER THAN THROUGH CAFETERIAS

Rationale:

Food is sold in schools at recess and lunch time in many of our schools. In composite schools this is often through the school stores which provide valuable marketing experiences to students taking business courses. Ten years ago the selling of chocolate bars and other candy was standard practice. A change towards the selling of more nutritious food is already taking place.

Recommendations:

4. That milk be available for sale in all elementary schools wherever possible.

5. That the Board encourage the sale of milk in elementary schools by continuing to tender for milk.

6. That schools be encouraged to sell nutritious items at low or no profit and increase prices on junk food.

7. That school stores be encouraged to explore/offer alternatives to the sale of junk food.

8. That schools continue to explore/offer alternatives to junk food for fund raising.

4

III - ELEMENTARY LUNCHROOMS AND SECONDARY SCHOOL CAFETERIAS

Rationale:

In the elementary schools, lunchrooms are supervised by lunchroom supervisors who receive in-service through the Lunchroom Program Leader, and are encouraged to foster nutritional awareness in their students. Food is provided in composite secondary school cafeterias by Beaver and Versa Foods, who provide full menus in 4 schools and partial menus elsewhere. With two companies, the pricing of items becomes more complex, and questions of menus and service more difficult than if the Board was only dealing with one contractor. Both companies provide good service, and are receptive to making changes. The degree of service at the local school is dependent on information from the principal to the Officer in charge of the food contracts. Foods served should reflect local, racial, and ethnic preferences, and meet good nutritious standards.

Recommendations:

9. That principals of composite secondary schools ensure that in-put is invited from staff and students, including the student council, about cafeteria services on a regular basis, and they report any concerns to the Officer responsible for the food contracts.

10. That when the contracts for food services are renewed the following be included in any new agreement between the Board and food caterers:

- an on-site visit by a registered dietitian, employed by the food contractors, occur at least once a semester to each site serviced, to monitor the effectiveness and quality of the food service, and to assist with student education around nutrition.
- That all cafeteria employees of the food service caterer must attend, at no cost to the Board, a food handlers' educational program provided by the Regional Municipality of Hamilton-Wentworth Department of Public Health Services.
- That menu items high in complex carbohydrates (cereals, breads, other grain products, vegetables and fruits) and low in fat, be emphasized. To be specific home-style cookies and squares might be offered as alternatives to commercial pies and pastries.
- that the use of salt be limited in food preparation.

11. That the component concerning education on nutritional matters in the elementar lunch room supervisors' in-service training be continued and extended.

12. That the pilot program of in-service training for secondary cafeteria supervisors which included education on nutritional matters, be continued and extended t include the management of teenagers, and that this in-service be provided at syste and school level.

IV - SCHOOL NOURISHMENT PROGRAMS

Rationale:

The principals involved in the administration of the present Morning Nourishment Program in inner-city schools believe that this is meeting the needs of students who are being serve in this way. In addition, lunch room supervisors and other school personnel keep emergenc supplies for children who have no or inadequate lunches. In the future, additional fundin and sources of emergency food outside the education system might be sought from th community, and greater community involvement in the caring for hungry children could b encouraged.

Recommendation:

13. That the Board continue its current policy of funding nourishment programs a compensatory schools.

V - FOOD SERVICES IN VOCATIONAL SCHOOLS

Rationale:

Hot lunches are available to students in the vocational schools cooked by the students, teacher and cook of the Quantity Cooking program. Menus and practices vary. This progra has become a part of the service component of technological studies. It will be importan that the Family Studies Co-ordinator continue to have a consultative role to this progra in the area of nutrition.

6

Recommendation:

14. A program review of the vocational food services courses be undertaken as soon as possible (hopefully in the 1990-1991 school year) and that it include:

- goals and nature of the program
- total cost of staff and supplies
- pricing
- outcomes of the program.

VI - FUTURE DIRECTIONS IN FOOD SERVICES

Rationale:

Program changes are expected in vocational schools, and other changes in secondary and vocational schools.

Recommendation:

15. That a review be considered in 1993 to examine food and nutritional practices of the Board to see if they are consistent with the Board's food policy.

Respectfully submitted,

COMMITTEE RE: POLICIES FOR FOOD CONSUMPTION ON SCHOOL PROPERTIES

Chairman:
J. Bishop

Trustees:
M. C. Clarke, J. Deans, G. Korz and R. Stewart

Members:
A. Stockwell, Associate Director of Education
G. Rappolt, Assistant Superintendent, Curriculum
D. Kelterborn, Manager, Property and Insurance
G. Birch, Robert Land School
R. Halmos, Sherwood Secondary School
T. Lowrey, Caledon Vocational School
D. Pyke, Hess Street School
B. McPherson, Hamilton Principals' Assoc.
L. Woolfrey-Cooper, Family Studies Co-ordinator
M. Avery, Lunchroom Program Leader
A. Kennedy, Nutrition Services, Public Health Dept
L. Morris, Home and School Council

APPENDIX I: EXERPTS FROM THE NUTRITION RECOMMENDATIONS, HEALTH AND WELFARE CANADA, 1989

Nutrition Recommendations for Canadians

- The Canadian diet should provide energy consistent with the maintenance of body weight within the recommended range.
- The Canadian diet should include essential nutrients in amounts recommended.
- The Canadian diet should include no more than 30% of energy as fat (33 g/1000 kcal or 39 g/5000 kJ) and no more than 10% saturated fat (11 g/1000 kcal or 13 g/5000kJ).
- The Canadian diet should provide 55% energy as carbohydrate (138 g/1000 kcal or 165 g/5000 kJ) from a variety of sources.
- The sodium content of the Canadian diet should be reduced.
- The Canadian diet should include no more than 5% of total energy as alcohol, or two drinks daily, whichever is less.
- The Canadian diet should contain no more caffeine than the equivalent of four regular cups of coffee per day.
- Community water supplies containing less than 1 mg/litre should be fluoridated to that level.

Canada's Guidelines for Healthy Eating

- Enjoy a VARIETY of foods.
- Emphasize cereals, breads, other grain products, vegetables and fruits.
- Choose low-fat dairy products, lean meats and foods prepared with little or no fat.
- Achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating.
- Limit salt, alcohol and caffeine.

Recommendations for Action to Provincial, Territorial and Municipal Governments

C11. Fully integrate nutrition into curricula at all levels in the formal education system, including teacher education programs.

C12. Ensure that foods served in Canadian schools are consistent with Canada's Guidelines for Healthy Eating.

C13. Initiate coordinated, comprehensive food and nutrition policies in schools.

Appendix 2

Board of Health, City of Toronto. Healthy Toronto 2000 Sept, 1988

Canada, Health and Welfare. Nutrition Recommendations, A Call for Action 1989.

Canadian Education Association. Food for Thought: School Board Nutrition Policies and Programs for Hungry Children Toronto: May, 1989.

Dwyer, Johanna.'Promoting Good Nutrition for Today and the Year 2000'Pediatric Clinics of North America Vol.33, No.4, August 1986.

King, Alan J.C.,Alan S.Robertson, Wendy K.Warren. Canada Health Attitudes and Behaviours Survey ;9, 12 and 15 Year Olds, Ontario Report. Queens University at Kingston: 1984-85.

Meyers, Alan F.,Amy Sampson, Michael Weitzman, Beatrice L.Rogers, Herb Kayne. 'School Breakfast Program and School Performance' AJDC Vol. 143, October 1989.

Massachusetts Medical Society Committee on Nutrition 'Sounding Board;Fast Food Fare. The New England Journal of Medicine Sept. 1989.

Ontario Ministry of Health, Working Paper on School Food Services March, 1976.

COMMITTEE STUDYING FOOD POLICY

September 13, 1989

Summary of Units Taught Concerning Nutrition

Compulsory courses on nutrition are taught to all students from K-8 within a framework of teaching decision-making skills and emphasizing self-esteem. At the secondary level, students may be exposed to nutrition through the Physical Education and Health courses taken by 50-60% of all students enrolled, or through food related Family Studies courses taken by 25-30% of students. Courses available through science courses focus more on physiological and bio-chemical aspects of food.

GRADE LEVEL	COMPULSORY UNITS	OPTIONAL UNITS
S.K.	Snacks (Environmental Studies)	
Grade 1	Apples (Environmental Studies)	
Grade 2	Party Planning (Environmental Studies)	
Grade 3	The Foods We Eat (Environmental Studies) (Nutrition Kit also available)	
Grade 4	Fat, Fibre, Filler (Health)	
Grade 5	Intake-Output (Health)	
Grade 6	Food and Fitness (Health) Food and Culture (Family Studies)	
Grade 8	Food (Family Studies Core Unit) — relationship between food intake & well being — developing criteria for determining their eating habits Nutrition Groups and the Digestive System (Health)	

GRADE LEVEL	COMPULSORY UNITS	OPTIONAL UNITS
Grade 9	Food Science Unit (Advanced & General Science)	Sound Food Choices (Family Studies Core Unit)
Grade 10		Nutrition and Weight Control (Health)
		Science and Food (Basic Science)
		Food and Nutrition (Family Studies)
		Consumer and Nutrition (General Science)
Grades 11 and 12		Nutrition and Athletic Performance (Health)
		Lifestyles (Health)
		Basic Needs (Health)
		Biochemistry of Nutrition Science (Advanced and General Biology)
		Nutrition Module in Personal Life Management (Advanced and General Family Studies)
		Lifestyle Co-op Course (Family Studies)
		Nutrition for the Health of Fetus, Baby and Family (Family Studies Parenting Course)
		Food and Nutrition Unit (Grade 12 Family Studies)
Grade 13 / OAC		Biochemistry of Nutrition (OAC Biology)
		Humans in the Environment (OAC Science in Society)

SUMMARY OF SCHOOL FOOD AND NUTRITION POLICIES

	OTTAWA	CALGARY	MONTREAL	VANCOUVER	WATERLOO	DURHAM	NORTH YORK	NEWFOUNDLAND	DARTMOUTH
PHILOSOPHY STATEMENT:									
1. responsible for student's health and nutritional needs	X		X	X	X			X	X
2. improved academic performance				X				X	X
3. practice what is taught in classroom			X	X				X	X
4. develop healthy lifestyle habits				X				X	X
5. alleviate hunger		X	X		X	X	X		
POLICY ADDRESSES:									
1. restricted food items (eg. pops, chips, candy)				X			X	X	X
2. accessibility of nutritious foods (eg. express lines, equal shelf space)									X
3. subsidized food costs		X	X						
4. fundraising (eg. oranges not chocolate bars)									
5. food service contract specifies nutrition component	X		X				X		
POLICY IMPLEMENTATION									
1. Board of Education Staff		X							
2. Students		X		X					
3. Parents		X							
4. Paid Coordinator		X	X			X			
5. Volunteer		X							
6. Advisory Committee		X		X			X		

Food Policy Implementation Plan

Recommendation #1	That the total school community be involved in improving nutritional understanding in schools.	This recommendation was taken into consideration in implementation plans for all recommendations. Representation on committees included Home & School, Milk Marketing Board and Regional Health Unit.
Recommendation #2	That the Board should encourage staff and students to make good nutritional choices by changing attitudes towards nutritious food and actively promoting foods with good nutritional value.	This recommendation was taken into consideration in implementation plans for Recommendations #4-8.
Recommendation #3	That the Board provides nutritional information to all those involved with food in the schools.	This recommendation was taken into consideration in implementation plans for Recommendations #9 - 12.

April 1992 - Revised May 1993
Marian Avery
Food Policy Chairperson

Food Policy Implementation Plan

Recommendation:#4 *That milk be available for sale in all elementary schools wherever possible.*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
Resource team to be established and coordinated by the Lunchroom Program Leader.	Principals Teachers	Lunchroom Program Leader Representatives from pilot schools	Record of schools with milk available to elementary students 1989 - 26 schools 1992 - 44 schools 1993 - ? schools All schools not selling milk will be contacted by the Lunchroom Program Leader by June 1994. Schools who have stopped selling milk will be contacted by Lunchroom Program Leader to identify reasons for discontinuing.	Lunchroom Program Leader to be available to participate at vice principal inservice.
Resource/information package be developed which outline "how to" implement a successful school milk program. Contents to include: information on the OMMB program options for purchasing a refrigerator comparison of milk cartons vs pouring milk from a larger container rebates and incentive programs nutritional profile of different beverages including chocolate vs white milk myths concerning milk food safety and storage concerns	Principal Teacher Lunchroom supervisor Home and school parents	Lunchroom Program Leader Regional Health Unit Milk Marketing Board Resource Team Members	100% of the schools contacted by the Lunchroom Program Leader will have a resource kit to assist in implementing a milk program.	

Food Policy Implementation Plan

Recommendation #5. *That the Board encourage the sale of milk in elementary schools by continuing to tender for milk..*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
The Lunchroom Program Leader will ensure that tenders for milk achieve the best possible price.	Principals Teachers	Lunchroom Program Leader Mgr. Purchasing	Milk sold in school will be available at a reasonable cost. Monitor the cost of milk vs the volume of sales Limit the margin of profit on milk sales to aim for unified reasonable cost.	Tenders be sought for best price.
The Board of Education will investigate options for obtaining refrigerators for schools, including the possibility of tenders.	Industry/community	Lunchroom Program Leader Manager, Purchasing	Documentation for purchasing/tendering refrigerator available.	Fall ' 93 - after milk tender confirmed.

Food Policy Implementation Plan

Recommendation #6 *That schools be encouraged to sell nutritious items at low or no profit and increase prices on junk food.* *

Recommendation #7 *That school stores be encouraged to explore/offer alternatives to the sale of junk food.* *

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
A. ELEMENTARY: A resource package be developed (Recommendation #4) to include the following materials: - "how to" operate a school store/tuck shop - list of successful and nutritious items to sell in school store/ tuck shop & appropriate profit margin for all items. - list of schools & items where "nutritional items only" are offered for sale - location/resource needs and staffing the store - training student/parent volunteers - linking Middle schools and Junior schools - purchasing & retail requirements - rewards/incentives linked to the store (eg Bennetto Bucks)	Principal Teacher Home & School Parents Lunchroom Sup.	Representatives from pilot schools.	Inventory of items sold in schools grouped by category. Low Nutrient Density / High Nutrient Density High Sales Low Sales	Resource package available by Fall 1993
B. SECONDARY & VOCATIONAL (where applicable) Teachers of school stores should work in conjunction with Family Studies and Health & Phys. Ed. departments to explore alternatives to junk food, and to share resource materials for displays.	Students	Marketing teacher in charge of school store working with Family Studies and Health and Phys. Ed. teachers		
Resources such as: Hamilton/Wentworth Regional Public Health could assist schools by providing information about non perishable nutritious food items as these resources become available.	School Stores	Nutritionist, Hamilton-Wentworth Regional Public Health.		
Business Studies department heads' meetings and professional development should be used for sharing information about alternatives to junk food.	Business Studies Department Heads	Co-ordinator of Business Studies.		
Nutrition month (March) could be linked to curriculum assignments or promotions where nutritious food alternatives should be offered as part of the promotion.	Students	Marketing teachers with assistance from F.S. teachers Health and Phys Ed. teachers		

* *"Junk Food" defined as food containing few nutrients for its energy (calorie) level, or excessive amounts of sugar, fat and salt and having a negative impact on health.*

Food Policy Implementation Plan

Recommendation #8 *That schools continue to explore/offer alternatives to junk food for fund raising.* *

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
A. **ELEMENTARY** Successful fundraising projects be shared with other schools via Food Policy Newsletter.	Fundraising Chairperson	Lunchroom Program Leader	Ideas available through Food Policy Newsletter	May 1993
B. **SECONDARY & VOCATIONAL (where applicable)** Schools should be encouraged to co-ordinate all fund raising activities through students' council (this could include the school store). This could assist in identifying creative ideas and co-ordinate and communicate efforts for fundraising and in consolidating fundraising as a school effort rather than individual clubs working alone.	Students' Council	Teacher Advisor		Ongoing
Fundraising alternatives such as: • sports clothing • flowers • dances • pizza • T-shirts • magazines • baseball hats • citrus fruit • spices should be encouraged to occur more frequently than candy sales.	Students	Principal Teacher Advisor	A variety of fundraising initiatives	Ongoing
The Students Council Presidents' Council continue to be used as a vehicle for sharing information about alternative fundraising ideas.	Students' Council Reps. Advisor			

* *"Junk Food" defined as food containing few nutrients for its energy (calorie) level, or excessive amounts of sugar, fat and salt and having a negative impact on health.*

Food Policy Implementation Plan

Recommendation #9 *That principals of composite secondary schools ensure that input is invited from staff and students, including the student council, about cafeteria services on a regular basis, and they report any concerns to the Officer responsible for the food contracts.*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
The principal of a school will establish a liaison between the school and the caterer. The purpose of this liaison will be to communicate student/staff suggestions regarding food selection to the caterer, and co-ordinate communication between the school, the caterer, and the office of property and insurance.	Sampling of students making up a cross section of the school population Caterer	principal or designate	Caterer has been able to respond to student/staff suggestions within the limits of the contract	Once a semester
A request from the caterer for information regarding quality of service will be sent to schools. The response will be returned to the caterer. A copy will be sent to office of property and insurance.	Liaison person Staff Students	caterer Office of Property and Insurance	↓	Once a semester
<u>Suggestions on how the information could be collected:</u> a. Certain subject areas like Business Studies (marketing) and Family Studies (Grade 12) be encouraged to use strategies related to subject content to elicit student responses regarding cafeteria food. This would be an opportunity to plan a cross-disciplinary approach. A sample survey is enclosed. Results could be tallied by class and used to report on cafeteria services.	Students	Marketing teacher and Entrepreneurial studies and students Family Studies teacher and students	Information collected should be passed on to the liaison person in the school.	Once a semester
b. School students' councils be encouraged to use suggestions boxes in cafeterias to elicit student responses.	Students	Students' Council Liaison Person	↓	Ongoing
c. Information can be collected from department heads at a cabinet meeting.	Staff			Once a semester

Food Policy Implementation Plan

Recommendation #10 *That when the contracts for food services are renewed the following be included in any new agreement between the Board and food caterers.*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
An on-site visit by a registered dietitian, employed by the food contractors, occur at least once a semester to each site serviced, to monitor the effectiveness and quality of the food service, and to assist with student education around nutrition. The dietitian could meet with the school liaison person to discuss food suggestions and concerns coming from staff and students.		Catering Company Office of Property and Insurance		February '92 - guidelines for catering tenders prepared with these points included March/April '92 - submissions in May '92 - decision made
That all cafeteria employees of the food service caterer must attend, at no cost to the Board, a food handlers' educational program provided by the Regional Municipality of Hamilton-Wentworth Department of Public Health Services.		Catering Company Office of Property and Insurance	As new employees start, they need the inservice, this is offered on a monthly basis– Employees receive a certificate. This can be used as proof of participation	
That menu items high in complex carbohydrates (cereals, breads, other grain products, vegetables, and fruits) and low in fat, be emphasized. To be specific, home-style cookies and squares might be offered as alternatives to commercial pies and pastries.		Catering Company Office of Property and Insurance A nutritionist from Public Health will offer assistance to the manager of property and insurance in this area.		
That the use of salt be limited in food preparation.				

Food Policy Implementation Plan

Recommendation #11 *That the component concerning education on nutritional matters in the elementary lunchroom supervisors' in-service training be continued and extended.*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
The public health nutritionist will be invited to in-service training sessions for lunchroom supervisors on an annual basis.	Lunchroom supervisors	Lunchroom Program Leader	A minimum of one nutrition education session made available each year.	Record of in-service training sessions on nutrition reviewed annually.

Recommendation #12 *That the pilot program of in-service training for secondary cafeteria supervisors, which included education on nutritional matters, be continued and extended to include the management of teenagers, and that this inservice be provided at system and school level.*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
At the system level cafeteria supervisors will be encouraged to attend an annual inservice on nutrition awareness and management of teenagers. Cafeteria supervisors will be made aware of programs offered through staff development. Area offices be encouraged to include cafeteria supervisors in relevant inservice or meeting opportunities at the area level. Schools are encouraged to include cafeteria supervisors in relevant inservice opportunities at the school level.	Secondary Cafeteria Supervisors ↓	Lunchroom Program Leader Regional Public Health Nutrition Services Area Superintendent Staff Development School Principal Principals/A.A.'s	Inservice Mail out	Spring '92, '93, etc.

Food Policy Implementation Plan

Recommendation #13 *That the Board continue its current policy of funding nourishment programs at compensatory schools.*

Activities	Target Population	Responsibility	Indications Implementation	Timeline/Indicator
Survey principals and staff of compensatory ed. schools to determine the activities, cost and perceived value of the present program.	Principals Vice-principals Staff			Results of survey from Comp. schools March, 1992 Operating Nourishment Program - 84% Student Involvement - 2% - 100% (avg. 15-20%) Operating Costs (per year) - $250. - $1600. Need to meet basic nutritional needs of students if we expect them to meet our curriculum expectations

Food Policy Implementation Plan

Recommendation: #14 *A program review of the vocational food services courses be undertaken as soon as possible (hopefully in the 1990-1991 school year) and that it include:* • *goals and nature of program* • *total cost of staff and supplies* • *pricing* • *outcomes of the program*

Activities	Target Population	Responsibility	Indications of Implementation	Timeline/Indicator
A program review be undertaken with terms specified by the recommendation.	The team doing the review should consist of: • a Vocational Secondary School Principal (to represent the costing elements) • one or more Foods Services teachers (preferably teachers who support broad-based technologies trends) • a Vocational Secondary School Food Services cook • the Co-ordinator of Technical Studies (who is responsible for this area of instruction) • two senior Vocational School Food Services students • Superintendent or Area Supervisor from an area which includes a Vocational School.	• to author a program review • to involve response from all seven Foods Services classes in the Vocational Secondary schools • to co-ordinate and publish the results of the review	• production of the program review • publishing of the results of the program review	• Fall '92 to Spring '93

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

May 1993

FOOD POLICY NEWSLETTER

for Elementary Schools

Pilot Schools - Available as Resource

Fernwood Park - Stan Tabbert
Hillcrest - Doug Trimble
Robert Land - Gary Birch
Westview - Chuck Taylor

Sound nutrition practices are essential for healthy growth and development. Food choices must support the need for individual nutrients while providing maximum protection against chronic diseases. - Report of the Food Policy Committee 1990 07 10.

HOW RECOMMENDATIONS ARE MET - Examples from Pilot Schools

SALE OF MILK

Fernwoood Park:

Sell with tickets 10/$5. Many students purchase. School takes advantage of Milk Marketing Board rebate. Paid for fridge and money in bank for future subsidizing if necessary.

Hillcrest:

Muffin (donated) and milk sold as package for 50 cents. Sold at 8:30 a.m. and noon. Several students purchase. Participating in Milk Marketing incentive program.

Robert Land:

Sold for 50 cents cash at a.m. recess and lunch. Few students purchase. Problem: Those students who would benefit most from milk cannot afford to purchase, especially if there is more than one child in the family.

Westview:

Milk program operated by Lunchroom Supervisors, sold at 50 cents. Several purchase. Problem: Another fridge is needed either through donation or funds.

BREAKFAST PROGRAMS

Fernwood Park:

No need at present. Lunchroom Supervisors alert to types of lunches students bringing - salads, thermoses of milk, litttle pop.

Hillcrest:

Muffin and milk sales at 8:30 a.m. Always available for any student who may be hungry. Tried sale of apples and bananas but found to be unsuccessful.

Robert Land:

Cereal (donated) and milk purchased through compensatory fund is available for students. Parent volunteers operate under direction of social worker. Problem: Some parents will not allow their children to attend. As a solution, the school is offering a full school nutritional snack - a Lunchroom Supervisor occasionally makes chicken noodle soup and serves to total school. Soup is nutritional, inexpensive and enjoyed by children. Some other ideas for total school snack are apples, muffins or hot chocolate.

Westview:

Has cereal (donated) available as required. School store sells hot chocolate, soup, muffins, (made by Special Needs class). No pop or chips sold. Store opens 8:30 a.m. and beginning of lunch.

OTHER INFORMATION

If required, Lunchroom Program Leader may be able to arrange for supply of donated breakfast cereal.

FUNDRAISING

Fernwood Park: Fridge magnets, stand-a-notes, placemats. Environmental issues have had an effect on fundraising i.e. Christmas wrap used to be very profitable; however, now parents prefer to re-cycle or use cloth bags, etc.

Hillcrest: Christmas wrap from catalogue shopping, garbage bags, tin foil. The poor economic conditions have had an effect on fundraising - they try to find items that parents have to buy, not extras, i.e. garbage bags.

Robert Land: Wall hangings, Christmas ornaments, sun catchers, poinsettias, calendars, catalogue shopping, wrapping paper, etc. Do not use helium balloons due to possible damage to birds. Choose not to use citrus fruit due to the amount of work and possible spoilage.

Westview: Wrapping paper, cheese (H & S). An item such as wrapping paper can be planned ahead of time, and found to be an item that parents will purchase. It will become an annual event, the only fundraiser the school is involved in. (Cheese sales is very labour intensive.)

OTHER INFORMATION ATTACHED:

- fundraising information from Home & School
- list of non-junk food items
- Canada's Food Guide To Healthy Eating

FUTURE ISSUES

Planned for November, January '94 and March.

It is intended that this newsletter will be used to share ideas in regard to Food Policy. Please call or send to Marian Avery.

Marian Avery
Food Policy Chairperson
3rd Floor – Ed. Centre
527-5092, ext. 364

EXAMPLES OF FUNDRAISING used by Home and School **April'93**

BAKE SALE	Meet the Teacher Night, Christmas Concert, Education Week Open House
BAZAAR/CRAFT SALE	Pre-Christmas, A.M. Cunningham, G.R. Allan, W.H. Ballard
BOOK FAIR	Earl Kitchener, Memorial
CHEESE	Central, C.B. Stirling, Rosedale, Ryerson, Stinson St.
COOK BOOKS	C.B. Stirling
DANCE	Rosedale
FAMILY PICNIC	At Play Day sell Hot Dogs & Fruit - A.M. Cunningham
FIRST AID KITS	C.B. Stirling, G.R. Allan
FRIGHT NIGHT	G.R. Allan, Earl Kitchener, W.H. Ballard
FRUIT DAYS	Memorial, Prince Philip
FRUIT BOXES	Ryerson
FUN NIGHT	Seneca
HANGING PLANTS	Spring - Westdale Music Parents
MAGAZINE SUSCRIPTION SALES	Dalewood, G.R. Allan, Westdale
PEN PACK	Dr. Davey, Seneca
PIZZA	**Fresh** - A.M. Cunningham, C.B. Stirling, Franklin Road, Prince Philip and others **Frozen** - W.H. Balland, Westdale Music Parents
PLANTS	**Tulip Bulbs** - Westdale Music Parents **Pointsettia**-C.B. Stirling, Wsdl Music Par, Memorial **Mother's Day** - Memorial **Bedding Plants** - Norwood Park
POCKET CALENDARS	Westdale
POPCORN	Centennial
ROLL'N WRAP WRAPPING PAPER	C.B. Stirling
T-SHIRTS	A.M. Cunningham, G.R. Allan
TINFOIL/SARAN	Dalewood
TRUNK OR YARD SALE	Earl Kitchener
25 CENT SALE	Donations from parents of good recycled toys, games and Summer/Winter clothing all 25 cents.

RECOMMENDATIONS FROM REGIONAL HEALTH UNIT

Examples of "Go Ahead" Foods

Breads and Cereals
Whole grain products
Bread/Rolls/Buns, etc.
Muffins
Crackers - low salt, low fat
e.g. stoned wheat thins
Unsweetened or low-sugar breakfast cereals
Corn bread/Rice cakes
Noodles/Pasta
Barley/Rice
Plain popcorn - hot-air popped

Ethnic Foods That Could Be Included
Bagels/Pita bread
Bannock
Chapati/Roti
Tortilla shells
Taco shells

Fruits and Vegetables
Fresh fruit
Raw vegetables
Unsweetened fruit juices and nectars

Meat, Fish, Poultry and Alternates
Chicken/Turkey
Fish/Seafood
Beef/Liver/Pork/Lamb
Cooked dried peas, beans, lentils
Eggs
Cottage Cheese
Canned fish (packed in water)
Tofu
Ham
Natural peanut butter - no added salt, sugar or oils
Unsalted nuts and seeds

Milk and Milk Products
1%, 2% and skim milk
Buttermilk
Skim milk powder
Plain skim milk yogurt
Cheese - low fat

Combination Dishes
Homemade soups - low salt, low fat, e.g. use milk for cream soups
Chili
Casseroles - using low fat and low salt ingredients
Pizza - use low fat toppings such as vegetables and fruit instead of sausage, bacon, pepperoni. Include low fat cheese.

Information also included in the Secondary Newsletters, but not included for the purposes of this presentation.

Examples of "Caution" Foods

Breads and Cereals	Meat, Fish, Poultry and Alternates
Crackers - salted, white flour	Wieners/Sausages
e.g. Saltines	Canned luncheon meats
Granola/Granola bars*	Pepperoni sticks
Sesame bars*	Cold cuts
Pretzels	Fish sticks
Plain popcorn - popped in oil	Salted nuts/Seeds****
Cookies (made with oatmeal, peanut butter or dried fruit)	
Croissants	**Milk and Milk Products**
	Whole milk or products made with whole milk e.g. eggnogs, soups, etc.
	Plain ice cream/Sherbet/Frozen yogurt/Ice milk bars***
Fruits and Vegetables	Flavoured milks e.g. chocolate
Fruit in syrup	Milk based puddings
Dried fruit (raisins, dates)	Custards
Fruit leather*	Yogurt drinks
Frozen juice bars	Sweetened yogurt
French fries (frozen and baked)	
Stir fried vegetables	
Vegetables with sauces or breadings	**Combination**
Sweetened juices	Processed cheese/Peanut butter cracker packs**
Vegetable juices**	

* Health bars where some form of sugar is not among the first two ingredients may be acceptable. Added sugar may be expressed as: sucrose, maltose, dextrose, glucose, invert sugar, honey, corn syrup, molasses, brown sugar.

** Very high in salt.

*** As a general rule, these have high sugar and fat content.

**** Medical authorities suggest it is not a safe practice to give nuts to children under age 7.

Examples of "Stop and Think" Foods

Pastry/Danishes/Cakes	Frozen ice cream novelties and treats
Bacon	e.g. drumsticks, popsicles, etc.**
Donuts	Flavoured jelly powder e.g. Jello
Cookies (with sweet filling or icing)	Canned puddings
Soft drinks	Presweetened breakfast cereal
Lemonade	Flavoured cheese puffs e.g. Cheezies
Fruit-flavoured drink/slushes/sodas***	Flavoured or buttered popcorn
Sport drinks	Chips - potato, corn or taco
Syrup	Gravy
Honey	Cream cheese
Chocolate/Candy/Mints	Sour cream/Whipped cream
Gum	Non-dairy whipped toppings and creamers
French fries - deep fat fried	Instant soups

** Contain numerous non-dairy ingredients.

*** Do not contain 100% fruit juice, are usually high in sugar and lack nutrients found in pure juice.

Note: You are strongly encouraged to limit all foods containing artificial sweeteners because they could be replacing other important foods or could have possible adverse effects on health. The most common artificial sweeteners are aspartame, saccharine, cyclamate and sorbital.

Healthy Canada

Health and Welfare Canada | Santé et Bien-être social Canada

Information also included in the Secondary Newsletters, but not included for the purposes of this presentation.

CANADA'S

Food Guide

TO HEALTHY EATING

Enjoy a variety of foods from each group every day.

Choose lower-fat foods more often.

Grain Products
Choose whole grain and enriched products more often.

Vegetables & Fruit
Choose dark green and orange vegetables and orange fruit more often.

Milk Products
Choose lower-fat milk products more often.

Meat & Alternatives
Choose leaner meats, poultry and fish, as well as dried peas, beans and lentils more often.

Canada

CANADA'S

Food Guide

TO HEALTHY EATING

FOR PEOPLE FOUR YEARS AND OVER

Different People Need Different Amounts of Food

The amount of food you need every day from the 4 food groups and other foods depends on your age, body size, activity level, whether you are male or female and if you are pregnant or breast-feeding. That's why the Food Guide gives a lower and higher number of servings for each food group. For example, young children can choose the lower number of servings, while male teenagers can go to the higher number. Most other people can choose servings somewhere in between.

Grain Products

5–12

SERVINGS PER DAY

1 Serving

1 Slice

Cold Cereal

30 g

Hot Cereal

175 mL

3/4 cup

2 Servings

1 Bagel, Pita or Bun

Pasta or Rice

250 mL

1 cup

Vegetables & Fruit

5–10

SERVINGS PER DAY

1 Serving

1 Medium Size Vegetable or Fruit

Fresh, Frozen or Canned Vegetables or Fruit

125 mL

1/2 cup

Salad

250 mL

1 cup

Juice

125 mL

1/2 cup

Milk Products

SERVINGS PER DAY

Children 4–9 years: 2–3
Youth 10–16 years: 3–4
Adults: 2–4
Pregnant & Breast-feeding Women: 3–4

1 Serving

250 mL

1 cup

Cheese

3"x1"x1"

50 g

2 Slices

50 g

175 g

3/4 cup

Meat & Alternatives

2–3

SERVINGS PER DAY

1 Serving

Meat, Poultry or Fish

50-100 g

Fish

1/3–2/3 Can

50–100 g

1-2 Eggs

Beans

125-250 mL

100 g

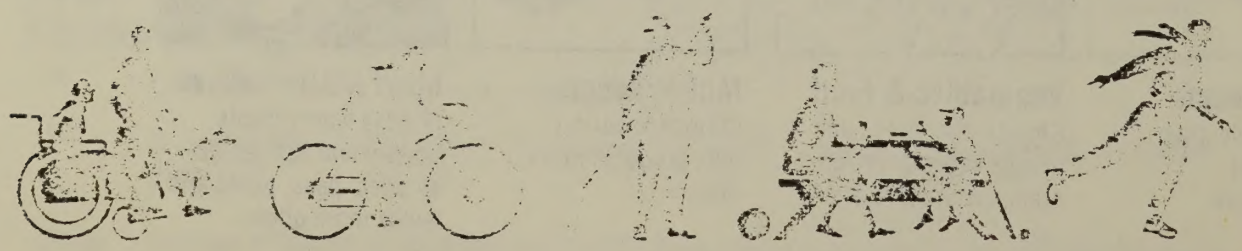
1/3 cup

Peanut Butter

30 mL 2 tbsp

Other Foods

Taste and enjoyment can also come from other foods and beverages that are not part of the 4 food groups. Some of these foods are higher in fat or Calories, so use these foods in moderation.



Enjoy eating well, being active and feeling good about yourself. That's VITALITY.

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Appendix IV

MAY 1993

FOOD POLICY NEWSLETTER

- FOR SECONDARY SCHOOLS

Pilot Schools - Available as Resource

Barton - Susan O'Brien
Delta - Murray Kilby
Hill Park - Beth Jazvac
Parkview - Bud Knowles

Sound nutrition practices are essential for healthy growth and development. Food choices must support the need for individual nutrients while providing maximum protection against chronic diseases.

- Report of the Food Policy Committee 1990 07 10

HOW RECOMMENDATIONS ARE MET - Examples from Pilot Schools

Recommendations #6 and #7

*Schools be encouraged to sell nutritious items at low or no profit and increase prices on junk food.**
*School stores be encouraged to explore/offer alternatives to the sale of junk food.**

**"Junk food" defined as food containing nutrients for its energy (calorie) level, or excessive amounts of sugar, fat and salt and having a negative impact on health.*

In Cafeteria

- Participating in Milk Marketing Board Promotion.
- Ideas to encourage nutritious choices:
  - unplug pop machines at lunchtime;
  - decorate cafeteria with nutritional theme (may come from all departments i.e. posters from Family Studies, mural from Art Department, etc.)

In School Store

- Recognizing that school environment limits items able to sell, i.e. fruit may attract fruit flies. List of suggested items that are considered "not junk food" attached.
  AIM: To have nutritional choices available.

Physical Education Fund Raising

- Selling items such as shorts.
- Organizing pizza days at $1.00 per slice. (Arrangements would be confirmed with cafeteria.)
- When using a pop machine for fundraising, ensuring it contains diet pop and juice. The price on the juice should be less than the pop to encourage drinking of juice.

Recommendation #8

Schools continue to explore/offer alternatives to junk food for fund raising.

Fund raising may be co-ordinated by a staff member. Staff member in charge co-ordinates, performs banking, etc. Staff makes decisions as a group.

Another option is to have all fund raising go through Student Council for approval. Co-ordination, timetabling, prevention of duplication would be possible.

Items Used for Fund Raising:

- Balloon-a-grams
- Carnations for Mother's Day
- Citrus fruit
- Jewellery
- School hats
- Sweat shirts
- Tee-shirts and other clothing
- Car washes
- Catalogue shopping
- Emblems
- Pencils
- Stick-on "tatoos"
- Tea

(List of additional items suggested for fund raising (H&S) attached.)

Recommendation #9

Principals of Composite Secondary Schools ensure that input is invited from staff and students, including Student Council, about cafeteria services on a regular basis, and they report any concerns to the officer responsible for the food contracts.

Cafeteria Liaison is usually the Administrative Assistant or Principal. They would communicate regularly with Cafeteria Manager regarding food selection. This would include at least once per semester sharing information gathered from staff and students.

This information would be gathered from a survey issued once each semester approximately November and April. Also, suggestion boxes could be located in the cafeterias. As an incentive for students to fill out surveys. a nutritional treat could be offered i.e. draw for free milk, juice, etc.

Also discussed regularly with Cafeteria Manager would be planning of theme days, availability of various ethnic options, etc. Any concerns that occur that could not be solved at the school, liaison would report to Mr. Kelterborn in the hope that they would be remedied as quickly as possible.

The caterer will send request to the school soliciting feedback on the quality of service. This will arrive at schools once per year. A copy of the reply should go to Mr. Kelterborn.

Future Issues

Planned for November, January '94 and March. It is intended that this newsletter will be used to share ideas in regard to Food Policy. Please call or send information to Marian Avery.

Attached:
- List of Non-Junk Food Items
- List of Fund Raising Information from Home & School
- Example Survey re Cafeteria Services
- Canada's Food Guide to Healthy Eating

Marian Avery
Food Policy Chairperson
3rd Floor - Education Centre
527-5092. ext. 364

EXAMPLES OF FUNDRAISING used by Home and School **April'93**

BAKE SALE	Meet the Teacher Night, Christmas Concert, Education Week Open House
BAZAAR/CRAFT SALE	Pre-Christmas, A.M. Cunningham, G.R. Allan, W.H. Ballard
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PLANTS	Tulip Bulbs - Westdale Music Parents Pointsettia-C.B. Stirling, Wsdl Music Par, Memorial Mother's Day - Memorial Bedding Plants - Norwood Park
POCKET CALENDARS	Westdale
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TINFOIL/SARAN	Dalewood
TRUNK OR YARD SALE	Earl Kitchener
25 CENT SALE	Donations from parents of good recycled toys, games and Summer/Winter clothing all 25 cents.

EXAMPLE December and April

CAFETERIA SURVEY

1. How often do you buy something from the cafeteria?

   ❒ everyday
   ❒ almost every day
   ❒ 2-3 times a week
   ❒ occasionally

2. Please rate the following (check ✍):

   Variety

   ❒ Excellent ❒ Good ❒ Average ❒ Poor

   Freshness

   ❒ Excellent ❒ Good ❒ Average ❒ Poor

   Taste

   ❒ Excellent ❒ Good ❒ Average ❒ Poor

   Staff

   ❒ Excellent ❒ Good ❒ Average ❒ Poor

   Comments_____

   _____

3. In your opinion, what improvements could be made in the following:

   a. Items for sale _____

   _____

   b. Cafeteria setting (e.g. food posters, decorations, etc.)

   _____

   c. Other _____

   _____

4. I am ❒ a student
   ❒ a staff member
   ❒ other

✂----------

Name _____

Home Room Number _____

Implementation of Food Policy - Elementary

MAY 1993

TO: Elementary Principals School _____

IF YOU REQUIRE MORE SPACE, PLEASE USE OTHER SIDE

1. Milk Availability

Is milk available to students? ❑ Yes ❑ No If so, what type is available? ❑ Skim ❑ 2% ❑ Whole ❑ Chocolate

Approximately how many cartons do you sell in a week? _____

If milk is unavailable, what reasons have contributed to this? (check all that apply)

❑ No refrigeration ❑ No delivery ❑ Spoilage
❑ Not enough demand ❑ No demand ❑ Not enough time
❑ Students bring their own ❑ Students prefer juice ❑ No one to distribute
❑ Never tried ❑ Other _____

2. Vending Machines

Are there any vending machines in the school? ❑ Yes ❑ No If yes, how many? _____

Please list types of food/beverages they contain: _____

3.

Do you operate a school store? ❑ Yes ❑ No

Please ✓ items sold and indicate sales and how sold.

	HIGH SALES	LOW SALES	CHECK THOSE		
			Related to Fundraising	Offered in a School Store	Other
Candy/Chocolate Bars/Gum					
Snacks (i.e. Potato Chips/Popcorn)					
Ice Cream/Frozen Novelties					
Yogurt					
Pastries/Cakes/Cookies/Donuts					
Granola Bars					
Nuts/Seeds					
Crackers & Cheese/Peanut Butter					
Fresh Fruit					
Soup					
Muffins					
Cereal					
Pizza					
Hot Dogs/Hamburgers					
Milk					
Others (please specify)					

4. Fundraising

What items did you use for fundraising during 1992/93? (If offered item on more than one occasion, please indicate number of times.)

❑ Calendars ❑ Wrapping Paper ❑ Garbage Bags ❑ Tin Foil ❑ Place Mats ❑ Chocolate Bars/Almonds
❑ Others (please specify)

Comments: _____

Please return to Marian Avery, 3rd Floor, Education Centre by May 31. Thank you.

MAY 1993

Implementation of Food Policy - Secondary

TO: Secondary Principals

School _____

If you require more space, please use other side.

1. Vending Machines

How many vending machines are in the school? _____

Please list all types of food/beverages sold: _____

_____

2. Fundraising

What items did you use for fundraising during 1992/93? (If offered item on more than one occasion, please indicate number of times.)

❑ Sports Clothing ❑ Pizza ❑ Flowers ❑ Balloons ❑ Fruit ❑ Chocolate Bars/ Almonds, etc.

❑ Others (please specify) _____

How do you co-ordinate fundraising? _____

_____

3. Availability of Food

Do you operate a school store? ❑ Yes ❑ No

How many times a week is it open? _____

Please list items offered for sale: _____

_____

4. Do you have a suggestion box in your cafeteria? ❑ Yes ❑ No

Who is your staff liaison person with cafeteria manager? _____

Comments: _____

_____

Please return to Marian Avery, 3rd Floor, Education Centre by May 31. Thank you.

Appendix VII

Philosophy of Food Services

The philosophy of Food Services in our system is based on certain beliefs, principles, and values;

- lifelong learning process;
- open to all students;
- address the needs of the community;
- should be relevant;
- provide a link between school and workplace;
- provide a positive work ethic;
- develop generic skills;
- provide experimental learning.

The Food Services course is designed to create an environment where students are enabled to develop skills in food production with the ability to work as a team and to learn to trust the participants in the process. The program will challenge students at all levels of ability and be tailored to accommodate most of our students' needs.

Interdisciplinary sharing of time and resources is mandated and encouraged. This program is uniquely suited to provide a very visible focus for school activities and events.

This program forms the basis for students to become self-motivated, self-directed problem solvers, who are aware of both the process and uses of learning. Students develop a sense of self-worth and confidence derived from a variety of accomplishments.

These courses endeavor to provide a comprehensive program of Food Services based on the attainment of the following **student outcomes**:

1) shall develop intellectual curiosity, awareness, sensitivity, perseverance, and a desire for excellence;

2) shall develop skills and abilities necessary for a meaningful, satisfying and productive life (both private and work);

3) shall recognize the importance of healthy eating habits and develop the skills and abilities to implement nutritious food preparation;

4) shall develop culinary skills that contribute to self-reliance in solving practical problems in everyday life;

5) shall foster an appreciation of cultural heritage, and of the environment in which we live;

6) shall develop an awareness for the many career opportunities in the community and hospitality industry;

7) shall be able to follow the problem solving process;

8) shall ask questions and pursue answers through independent inquiry and research, and communicate their findings in a variety of formats and to a variety of audiences.

Appendix VIII

Food Services Program

School	Current Areas	Possible Future Areas
Ainslie Wood	Commercial Baking Restaurant	
Caledon	Commercial	Commercial Baking Domestic Restaurant
Crestwood	Commercial	
Delta	Commercial	Commercial Baking Restaurant
Parkview	Commercial Baking	Commercial Baking Domestic

Areas – Defined

Commercial Foods:	provide students with practical experiences in the quantity preparation, seasoning, and cooking of soups, meats, fish, poultry, vegetables, salads, and desserts.
Baking:	provide students an opportunity to experience a wide range of baking techniques and to develop skills such as mixing, blending, baking, and finishing a variety of baked goods in quantity.
Domestic	provide students with the knowledge and skills necessary to prepare, cook, and serve meals that are nutritionally adequate and aesthetically appealing. In addition students should be able to implement effective food management practices in planning a household food budget and purchasing and storing food.
Restaurant	Services provide students with practical experiences in fast-food preparation and food service.

To: The Chairman and Members of the
Operations Management Committee
1993-06-08

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Re: **Model for Program Costing**

Report: For Information

Background:

The report is in response to a motion made at the Operations Management Committee, March 1993, requesting:

> "That a report which defines the manner in which all programs are to be costed be presented to the Operations Management Committee by June 1993".

As the attached flowchart indicates, once a program or service has been identified for costing, one must identify the criteria to assess the program or service from both an educational and a financial point of view. The criteria for assessing the viability of a program or service from a financial point of view is to ensure that the Board is making effective use of its resources.

There are many definitions of cost:

- **Direct costs**
- **Accommodation costs**
- **Intangible costs**

- **Direct Costs**

There are costs that can be readily identified and which are specific to the particular program or service under review. These costs can include salaries, benefits, travel, personnel training, supplies, equipment, transportation etc. If the program continues, so do these costs. If the program is eliminated, these costs also are eliminated. The costs used under this definition are *direct costs*. This method of costing has been used to estimate the cost of programs presented at earlier OMC meetings.

.../2

- **Accommodation Costs**

Costs can also be defined to include accommodation costs, which can vary from building to building. These costs include light, heat, repair and maintenance of the building. Repair and maintenance costs for older buildings are usually higher than those for newer buildings. Newer schools can have the room temperature regulated; some older schools cannot. Therefore the costs of heating a building can vary.

It is recommended that the estimated average cost of maintaining a school be determined and calculated on a square footage basis. An average classroom size must be determined and the costs applied appropriately. Ideally, the average costs should be reviewed every two years to maintain cost validity. This amount would then be allocated to the cost of the program once the number of classrooms required for the program is determined. Of course, this cost would exclude the costs of renovating a classroom or providing special equipment required for the program under review. These costs would form part of the direct program costs as these costs would not be incurred if the program is not implemented.

- **Intangible Costs**

Costs can be defined even further to include *intangible costs*: those costs which are important to the ongoing support/maintenance of the program or service under review. These costs include a portion of the salaries of the school's principal, vice-principal, school secretary, subject co-ordinator, superintendent and area offices. In addition, intangible costs would make provision for operating costs associated with the Board of Trustees, departmental services provided by the Education Centre, etc. To be relevant, a determination of how much time a trustee, an administrator and support staff spend directly or indirectly on the program or service under review must be made, as well as the related operating costs. The salary, benefit and other operating costs would then be apportioned to the program or service under review.

Full Absorption Costing

The combination of direct costs, accommodation costs and intangible costs of a program or service is *full absorption costing*. This method results in the ***total*** cost of the program or service. It is also the most demanding/time consuming method and is subject to interpretation/judgment as to the amount/extent of intangibles involved. As well, there is no historical data to help determine these costs.

Once cost is determined, the formula should be reviewed on a regular basis to ensure the assumptions made are valid over time. A comparison of the estimated direct costs to the actual direct costs incurred should be made. The program or service then must be reviewed against the original educational and financial criteria to ensure the goals are still met. Expansion, modification or elimination of the program or service may be justified.

ISSUES:

(1) To define a manner in which all programs are to be costed.

(2) When a report is requested by the Board or is to be prepared by management for consideration by the Board, it will be the responsibility of the originator of the report to consult with the appropriate departments/schools for the provision of all relevant information as outlined in this model.

(3) It is assumed in this model that all applicable revenues, grants and any other form of revenue, with the exception of local taxation, be disclosed.

RECOMMENDATION:

That the summation of ***direct costs and accommodation costs*** be used as the basis for determining the manner in which all programs are to be costed.

RATIONALE:

Due to the limitation of available data for full absorption costing, intangible costs will not be considered in the program costing model. Refer to the attachment.

EXHIBITS: (A) Program Costing Model
(B) Program Costing Framework

Prepared by:

Irene Polidori, Manager, Financial Services
Lucy Veerman, Budget Manager

Submitted by: Paul Shewfelt
Superintendent of Finance and Treasurer

Approved by: D. W. Goodridge
Director of Education and Secretary

PROGRAM COSTING MODEL

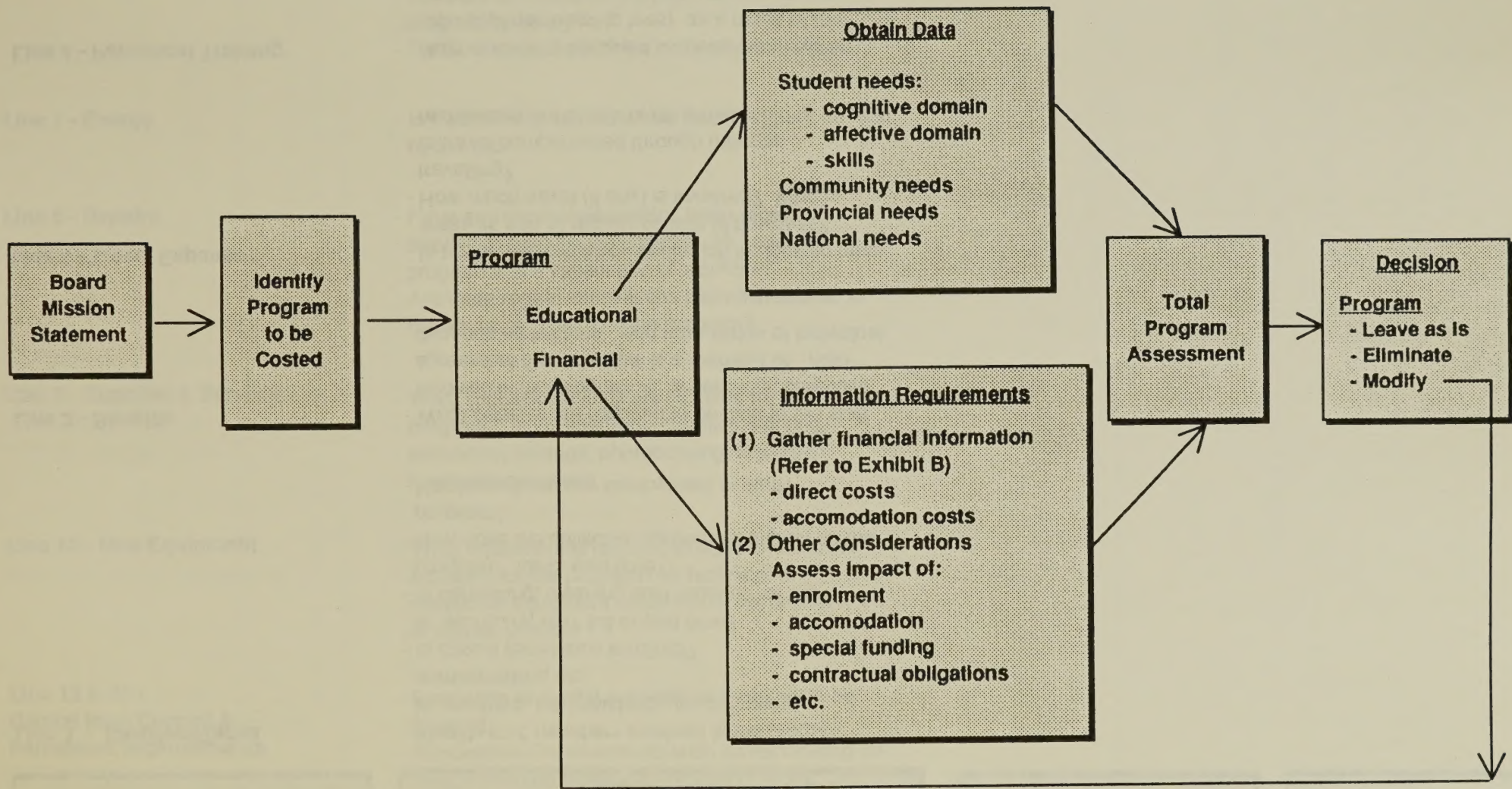

Exhibit A

PROGRAM COSTING FRAMEWORK

EXPENDITURES	QUESTIONS TO ASK:	ANSWERS	FINANCIAL IMPLICATIONS
Line 1 - Salaries/Wages	- Identify staff members involved in the program ie. teachers, ed. assistants, co-ordinators, administrative, etc. - Is casual assistance involved? ie. secretary, etc? full or part time? - Is caretaking, cleaning staff required for the program? full or part time? - How does the collective agreement impact on the program? - Has there been any deployment of staff?		
Line 2 - Benefits	- What benefits are required to be paid to the staff involved in the program ie. depends on collective agreement the individual is a member of. Also depends on full time, part time status of individual.		
Line 3 - Travel Expense	- Is travel required from regular job location to other areas as part of regular course of business? - How much travel (if any) is involved? Who is travelling? - Is travel compensated through mileage reimbursement or set travel allowance?		
Line 4 - Personnel Training	- How much is to be spent on personnel training (courses/membership fees) as a result of this program?		
Line 5 - Bursaries & Student Aid	- Are bursaries/aid being paid to students in the program? - Will additional bursaries be required for students in the program? - How much and how long will the bursary be required? - Criteria for bursary.		

PROGRAM COSTING FRAMEWORK

EXPENDITURES	QUESTIONS TO ASK:	ANSWERS	FINANCIAL IMPLICATIONS
Line 6 - Books, Films & Software	How much has been budgeted/spent on the following: - books required in the library for this program - in particular, if the program is new in the school? - computer software/films/tapes required for the program by library? - Textbooks required for the program/student use?		
Line 7 - Energy	- Is it possible to estimate how much is spent on heat, hydro, etc?		
Line 8 - Repairs	- Have any repairs/renovations been required to existing sites to house program. ie. moving a program into a vacant part of a school? - Are there repairs/renovations planned/required in the future as a result of the program?		
Line 9 - Supplies & Services	- What supplies/services are required for the program? ie. instructional supplies, printing, telephone, postage, photocopying, repairs to furniture/equipment.		
Line 12 - New Equipment	- What equipment is required to equip the school/ locations for the program? ie. technical or vocational equipment which would not ordinarily be in regular school.		
Line 13 & 14 - Capital from Current & Permanent Improvements	- Estimation of capital expenditure incurred/ to be incurred. - Renovations/improvements such as remodeling an area, setting up a portable, replacing floors, windows or walls to house the program, lighting, carpeting, window replacing, air conditioning, sinks, painting, etc.		

PROGRAM COSTING FRAMEWORK

EXPENDITURES	QUESTIONS TO ASK:	ANSWERS	FINANCIAL IMPLICATIONS
Line 15 - Rentals of Equipment and Facilities	- Are rental of offsite facilities required for the program? ie. for recreation - arenas, pools, recreation centres, etc. - Is any equipment rented for the program? ie. microcomputers, machinery, etc.		
Line 16 - Fees & Contractual Services	- Is transportation required for students - to and from school or school to school? Are bus tickets for public transit required?		
Line 17 - Tuition Fees Transfers from Other Boards	- Can the program be purchased outside from another Board or organization?		
Line 20 - Other Expense	- Miscellaneous expenditures not covered in lines above.		
Revenues	- Can program be sold to other boards? - What is the enrolment in the program: - current - prospective - # of minutes per day - # of semesters per school year		
Accommodation Costs	- What are the accommodation costs associated with the program? ie. - light, heat, repair and maintenance - what is average classroom size - renovations		

To: Chairman and Members of
Operations Management Committee
Board of Education for the City of Hamilton
1993 06 08

From: E. G. Bond, Superintendent of Program

Re: **Textbook and Learning Material Approval as per Circular 14**

Report: Information/Decision

BACKGROUND

Circular 14 is an annual publication issued under the Education Act that provides a list of texts approved by the Ministry of Education and Training for use in Ontario schools.

Provision is also made for local selections in those subject or program areas where there is no Circular 14 listing or where supplementary texts or materials or reference books are required. In all cases the selections must be approved by Board resolution.

ISSUE

To provide trustees with information regarding text and learning material requests submitted for use in elementary and secondary schools.

To determine trustee approval of textbooks and learning material selections requested for use in elementary and secondary schools.

RECOMMENDATIONS

That the names of the texts and learning materials as listed be approved for use in elementary and secondary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

RATIONALE

The following is the explanation of approval codes (APPR CODE) as listed:

Appr. Code	Explanation
1	Ministry's Circular 14 approval or Ministerial Letter of Approval.
2	Approval under provision "3B" of Circular 14 and the regulations allowing for local option by the Board. e.g.: English Literature, Literature Français, Literature in Modern Languages, The Classics.
3	Supplementary text/material. e.g.: Drill/Exercise books, kits, lab manuals, readers.
8	Class-set approval.
9	Reference book approval (2-10 copies only) including teachers' editions.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TEXTBOOK ADMINISTRATION

APPROVAL CODES

1 - MINISTRY'S CIRCULAR 14 APPROVAL
OR MINISTERIAL LETTER OF APPROVAL

2 - APPROVED UNDER PROVISION "3B" OF CIRCULAR 14
AND THE REGULATIONS ALLOWING FOR LOCAL
OPTION BY THE BOARD.
E.G.: ENGLISH LITERATURE;
LITTÉRATURE FRANÇAIS; LITERATURE IN MODERN
LANGUAGES; THE CLASSICS

3 - SUPPLEMENTARY TEXT / MATERIAL
E.G.: DRILL / EXERCISE BOOKS, KITS,
LAB MANUALS, READERS

4 - MINISTRY APPROVAL WITHDRAWN
- TEXT NO LONGER IN CIRCULAR 14
- LETTER OF DISAPPROVAL
- LIMITED TIME APPROVAL

5 -

6 - WORKBOOKS, ETC. MUST BE SOLD BY THE
SCHOOLS BOOKSTORE OR EQUIVALENT FACILITY

7 -

8 - CLASS-SET (NODRIC) APPROVAL

9 - REFERENCE BOOK APPROVAL (2-10 COPIES ONLY)
INCL. TEACHERS' EDITIONS

0 - BOARD APPROVAL WITHDRAWN

RESTRICTION AND INFORMATION CODES

AW - Approval Withdrawn - Books should no longer be used as a Classroom Text.

BS - Bookstore - Books Must be Sold by the School's Bookstore (E.g., Workbooks, etc.)

CR - Canadian Rights to this title are no longer held by the indicated publisher. Check with Textbook Co-ordinator re: Alternative(s)

IA - Interim Approval by the Ministry Only.

KT - Kit

LQ - Limited Quantity - Purchase Approval for a Limited Quantity Only. Restriction, generally, is applied if / because:
(a) Text although still on Approved List - is dated and should therefore, not be considered for introduction as a "New" Basic Text.
(b) High Cost and or Limited Utilization.

LT - Limited Time Approval by the Ministry Only.

NA - Not Approved as a Textbook
(Check with Superintendent of Program.)

NC - Not Current - Title still approved, but currently not used by any of our schools.

NN - No Need - Book was declared "Obsolete" and "Without Educational Value."

NO - No Ordering - So designated texts will no longer be purchased from a supplier. Available surplus from the Board's Book Depository may, however, be utilized for Class Set(s), for Reference purposes, etc.

NR - No Request - Indicates titles that have been approved (e.g., Circular 14), but were not yet requested by any of our Schools.

NT - Nodric Text - Non-Distributable - Remain in Classroom-Class-Sets. Purchases are to be limited accordingly.

OP - Out of Print - Publisher discontinued publication of this particular edition or book title. Check with Textbook Co-ordinator re: Alternative(s).

PO - Phase Out - Texts to be phased out over an educationally / economically period of time. Replacement copies will be approved only.

RE - Reference Only - Approval for the purchase of up to 10 Classroom Reference Copies only.

RP - Revision Pending - This title / edition is currently being updated and a new edition should become available shortly.

TE - Teachers Editions, Guides, etc.

WB - Workbooks supplied free to Students and Teachers

XX - Cross Index only - Check for Proper Title.

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
A BEAR WITH ELECTRIC HAIR JOURNEYS 1 LEVEL 3	GINN AND COMPANY	ANTHOLOGY	3		GIN 1990	12.00	11239
CANADIAN PRIMARY DICTIONARY	NELSON CANADA LTD		3		NEL 1992	17.00	11163
GAGE ACTIVE MATHEMATICS LV 2	GAGE DISTRIBUTION CO	TCH RES BK	9		GAG 1992	50.00	08391
GAGE ACTIVE MATHEMATICS LV 2	GAGE DISTRIBUTION CO	ST BK2A	3		GAG 1992	40.00 PK	08540
GAGE ACTIVE MATHEMATICS LV 2	GAGE DISTRIBUTION CO	ST BK2B	3		GAG 1992	40.00 PK	08615
GAGE ACTIVE MATHEMATICS LV 2	GAGE DISTRIBUTION CO	LAP BK PKG	3		GAG 1992	35.00 PK	09019
GAGE ACTIVE MATHEMATICS LV 2:ALL ABOUT NUMBERS	GAGE DISTRIBUTION CO	INVEST BK	3		GAG 1992	30.00 PK	08870
GAGE ACTIVE MATHEMATICS LV 2:COLLECTING DATA	GAGE DISTRIBUTION CO	INVEST BK	3		GAG 1992	30.00 PK	08797
GAGE ACTIVE MATHEMATICS LV 2:DOLLARS AND CENTS	GAGE DISTRIBUTION CO	INVEST BK	3		GAG 1992	30.00 PK	08920
GAGE ACTIVE MATHEMATICS LV 2:FIND SHAPES FOLLOW	GAGE DISTRIBUTION CO	LAP B BK 2	3		GAG 1992	13.00	08995
GAGE ACTIVE MATHEMATICS LV 2:MEASUREMENT	GAGE DISTRIBUTION CO	BL MASTERS	3		GAG 1992	30.00	08607
GAGE ACTIVE MATHEMATICS LV 2:NUMBER	GAGE DISTRIBUTION CO	BL MASTERS	3		GAG 1992	30.00	08490
GAGE ACTIVE MATHEMATICS LV 2:NUMBER	GAGE DISTRIBUTION CO	ACT CARDS	3		GAG 1992	40.00	08623
GAGE ACTIVE MATHEMATICS LV 2:NUMBERS!NUMBERS!	GAGE DISTRIBUTION CO	LAP BK 3	8		GAG 1992	13.00	09001
GAGE ACTIVE MATHEMATICS LV 2:PROBLEMS TO THINK A	GAGE DISTRIBUTION CO	INVEST BK	3		GAG 1992	30.00 PK	08714
GAGE ACTIVE MATHEMATICS LV 2:SHAPE,MOVEMENT/LOCA	GAGE DISTRIBUTION CO	INVEST BK	3		GAG 1992	30.00 PK	08946
GAGE ACTIVE MATHEMATICS LV 2:SPACE/DATA	GAGE DISTRIBUTION CO	BL MASTERS	3		GAG 1992	30.00	08482
GAGE ACTIVE MATHEMATICS LV 2:SPACE/DATA	GAGE DISTRIBUTION CO	ACT CARDS	3		GAG 1992	40.00	08698
GAGE ACTIVE MATHEMATICS LV 2:WHAT CAN YOU MEASUR	GAGE DISTRIBUTION CO	LAP BOOK 1	8		GAG 1992	13.00	08953
HOME SWEET HOME JOURNEYS 1 LEVEL 3	GINN AND COMPANY	PKG 10	3		GIN 1988	12.00 PK	11270
JOURNEYS 1 LEVEL 3	GINN AND COMPANY	ACT BK	3		GIN 1983	4.50	11221
LITERACY 2000 STAGE 1	GINN AND COMPANY	160 BKS;4C	3		GIN 1991	340.00 PK	10124
LITERACY 2000 STAGE 1	GINN AND COMPANY	ADD-TO PAC	3		GIN 1991	90.00 PK	10132
LITERACY 2000 STAGE 1 & 2	GINN AND COMPANY	TCH RES BO	9		GIN 1991	50.00	10173
LITERACY 2000 STAGE 2	GINN AND COMPANY	160 BKS;4C	3		GIN 1991	350.00 PK	10140
LITERACY 2000 STAGE 2	GINN AND COMPANY	ADD-TO PAC	3		GIN 1991	90.00 PK	10157

TEXTBOOK PROGRAM - ELEMENTARY SCHOOLS
BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
LITERACY 2000 STAGE 3	GINN AND COMPANY	160 BKS;4C	3		GIN 1991	425.00 PK	10223
LITERACY 2000 STAGE 3	GINN AND COMPANY	ADD TO PAC	3		GIN 1991	120.00 PK	10231
LITERACY 2000 STAGE 3 & 4	GINN AND COMPANY	AUDIO CASS	3		GIN 1991	60.00	10199
LITERACY 2000 STAGE 3 & 4	GINN AND COMPANY	TCH RES BO	9		GIN 1991	50.00	10264
LITERACY 2000 STAGE 4	GINN AND COMPANY	160 BKS;4C	3		GIN 1991	425.00 PK	08722
LITERACY 2000 STAGE 4	GINN AND COMPANY	ADD TO PAC	3		GIN 1991	120.00 PK	10256
LITERACY 2000 STAGE 4	GINN AND COMPANY	160 BKS;4C	3		NEL 1992	425.00 PK	13904
LITERACY 2000 STAGE 5	GINN AND COMPANY	128 BKS;4C	3		GIN 1991	425.00 PK	10280
LITERACY 2000 STAGE 5	GINN AND COMPANY	ADD TO PAC	3		GIN 1991	120.00 PK	10330
LITERACY 2000 STAGE 5 & 6	GINN AND COMPANY	TCH RES BO	9		GIN 1991	50.00	10363
LITERACY 2000 STAGE 6	GINN AND COMPANY	128 BKS;4C	3		GIN 1991	425.00 PK	10348
LITERACY 2000 STAGE 6	GINN AND COMPANY	ADD TO PAC	3		GIN 1991	120.00 PK	10355
LITERACY 2000 STAGE 7	GINN AND COMPANY	ADD TO PAC	3		GIN 1992	110.00 PK	11569
ON WITH THE SHOW JOURNEYS 1 LEVEL 3	GINN AND COMPANY	PKG 10	3		GIN 1988	12.00	11247
SUNSHINE SCIENCE SMALL MACHINES	GINN AND COMPANY	1 COPY/3 T	3		GIN 1991	15.00	10108
SUNSHINE SCIENCE SPACE	GINN AND COMPANY	1 COPY/3 T	3		GIN 1991	15.00	10116
SUNSHINE SERIES LEVEL 1 SET 1	GINN AND COMPANY	EARLY EMER	3		GIN 1988	25.00	11296
SUNSHINE SERIES LEVEL 1 SET 3	GINN AND COMPANY	EARLY EMER	3		GIN 1988	25.00	11304
SUNSHINE SERIES LEVEL 1 SET 4	GINN AND COMPANY	9 TITLES	3		GIN 1988	29.00	10082
SUNSHINE SERIES LEVEL 2 SET 3	GINN AND COMPANY	4 TITLES	3		GIN 1988	29.00	11312
SUNSHINE SERIES LEVEL 3 SET 3	GINN AND COMPANY	4 TITLES	3		GIN 1988	19.00	10074
SUNSHINE SERIES LEVEL 3 SET 8	GINN AND COMPANY	4 TITLES	3		GIN 1988	19.00	10066
WORKING WITH FACTS AND DETAILS BOOK C	PRENTICE-HALL CANADA	WKBK	3		PRN	6.00	11379
500 WORDS TO GROW ON:500 PALABRAS NUEVAS PARA TI	RANDOM HOUSE OF CANA	TEXT	2		RAN 1990	3.00	14035
006 JUNIOR							
[illegible]	GAGE DISTRIBUTION CO	STUDENT BO	8		GAG 1990	[illegible]	10850

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
006 JUNIOR							
LIVING ATLAS:ALL ABOUT MAPS	GAGE DISTRIBUTION CO	TCH RES BO	9		GAG 1992	39.00	10959
MACMILLAN SCHOOL ATLAS	GAGE DISTRIBUTION CO		3	3RD	GAG 1992	26.00	11346
STORY CHEST ELIZABETH	GINN AND COMPANY	READER	3		GIN 1992	8.00	12880
STORY CHEST ELIZABETH	GINN AND COMPANY	BIG BOOK	3		GIN 1992	40.00	13128
STORY CHEST GREAT ESCAPE	GINN AND COMPANY	READER	3		GIN 1992	9.00	13045
STORY CHEST GREAT ESCAPE	GINN AND COMPANY	BIG BOOK	3		GIN 1992	40.00	13052
STORY CHEST HOW TO HANDLE A VIVID IMAGINATION	GINN AND COMPANY	READER	3		GIN 1992	9.50	12963
STORY CHEST HOW TO HANDLE A VIVID IMAGINATION	GINN AND COMPANY	BIG BOOK	3		GIN 1992	45.00	12971
STORY CHEST JINGLE JANGLE JENT	GINN AND COMPANY	READER	3		GIN 1992	9.00	13003
STORY CHEST JINGLE JANGLE JENT	GINN AND COMPANY	BIG BOOK	3		GIN 1992	45.00	13011
STORY CHEST LEGEND OF THE 12 MOONS	GINN AND COMPANY	READER	3		GIN 1992	9.00	13029
STORY CHEST LEGEND OF THE 12 MOONS	GINN AND COMPANY	BIG BOOK	3		GIN 1992	45.00	13037
STORY CHEST NIGHTENING	GINN AND COMPANY	READER	3		GIN 1992	9.50	12989
STORY CHEST NIGHTENING	GINN AND COMPANY	BIG BOOK	3		GIN 1992	45.00	12997
STORY CHEST SHUFFLE SHUFFLE RHYME CHIME	GINN AND COMPANY	READER	3		GIN 1992	8.00	12914
STORY CHEST SHUFFLE SHUFFLE RHYME CHIME	GINN AND COMPANY	BIG BOOK	3		GIN 1992	40.00	12922
STORY CHEST THAT NOODLE-HEAD EPAMINONDAS	GINN AND COMPANY	READER	3		GIN 1992	8.00	12898
STORY CHEST THAT NOODLE-HEAD EPAMINONDAS	GINN AND COMPANY	BIG BOOK	3		GIN 1992	40.00	12906
STORY CHEST THE HIGHWAYMAN	GINN AND COMPANY	READER	3		GIN 1992	10.00	13086
STORY CHEST THE HIGHWAYMAN	GINN AND COMPANY	BIG BOOK	3		GIN 1992	45.00	13094
STORY CHEST THE KEY OF THE KINGDOM	GINN AND COMPANY	READER	3		GIN 1992	10.00	13102
STORY CHEST THE KEY OF THE KINGDOM	GINN AND COMPANY	BIG BOOK	3		GIN 1992	40.00	13110
STORY CHEST THERE WERE CATS	GINN AND COMPANY	READER	3		GIN 1992	9.50	12948
STORY CHEST THERE WERE CATS	GINN AND COMPANY	BIG BOOK	3		GIN 1992	45.00	12955
STORY CHEST YOU CAN'T BE SERIOUS	GINN AND COMPANY	READER	3		GIN 1992	10.00	13060
STORY CHEST YOU CAN'T BE SERIOUS	GINN AND COMPANY	BIG BOOK	3		GIN 1992	40.00	13078

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
006 JUNIOR							
TICKLE THE SUN JOURNEYS 4	GINN AND COMPANY	ACTIVITY B	3		GIN 1988	8.50	09126
016 ENGLISH/LANGUAGE ARTS							
BUILDING WORD POWER LEVEL C	GLOBE/MODERN CURRICU		3		GMC	6.00	11361
IN CONTEXT 1	NELSON CANADA LTD	ANTHOLOGY	8		NEL 1993	28.00	14068
IN CONTEXT 2	NELSON CANADA LTD	ANTHOLOGY	8		NEL 1993	28.00	14076
PERSPECTIVES ONE	HARCOURT BRACE JOVAN	ANTHOLOGY	8		HBJ 1992	26.00	13516
PERSPECTIVES TWO	HARCOURT BRACE JOVAN	ANTHOLOGY	8		HBJ 1992	30.00	13524
020 GEOGRAPHY							
EXPLORATION CANADA	OXFORD UNIVERSITY PR	TEXT	8		OUP	20.00	11387
MACMILLAN SCHOOL ATLAS	GAGE DISTRIBUTION CO		3	3RD	GAG 1992	26.00	11346
NELSON INTERMEDIATE ATLAS	NELSON CANADA LTD	TEXT	3		NEL 1992	25.00	11338
060 MATHEMATICS							
MATH IN CONTEXT 7	NELSON CANADA LTD	TEXT	8		NEL 1992	29.99	11395
MATH IN CONTEXT 7	NELSON CANADA LTD	TCH RES GD	9		NEL 1992	50.00	11403
MATH IS 1	NELSON CANADA LTD	TEXT	8	2ND	NEL	34.00	11155

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
001 VISUAL ARTS							
ART IN FOCUS	MAXWELL MACMILLAN	TEXT	8	2ND	MMC 1989	50.00	10017
CLAYWORKS:FORM AND IDEA IN CERAMIC DESIGN	FITZHENRY & WHITESID	TEXT	2	2ND	FHW 1986	31.00	14027
DISCOVERING ART HISTORY	FITZHENRY & WHITESID	TEXT	2		FHW 1992	35.00	08177
HISTORY OF ART	PRENTICE-HALL CANADA	TEXT	2	COMBINED	PRN 1991	49.00	08284
002 BUSINESS STUDIES							
ACCOUNTING:BASIS FOR BUSINESS DECISIONS_ 1-15A	MCGRAW-HILL RYERSON	WKSHEETS	3	6TH	MHR 1991	19.00 PK	13912
CENTURY 21 ACCOUNTING	NELSON CANADA LTD	TEXT	8		NEL 1990	43.00	14126
COMMUNICATING FOR BUSINESS	NELSON CANADA LTD	TCH MAN	9		NEL 1990	23.00	11502
COMPUTER APPLICATIONS LOTUS 1,2,3/V.P.PLANNER	ADDISON WESLEY CANAD	WORKBOOK	3		ADD 1989	16.00	08151
ENTREPRENEURISHIP:THE SPIRIT OF ADVENTURE	HBJ-HOLT-SAUNDERS	TEXT	8		HBJ 1991	36.00	14118
MARKETING DYNAMICS	COPP CLARK PITMAN	TEXT	8		CCP 1990	38.00	11510
WORDPERFECT A BEGINNER'S GUIDE	ADDISON WESLEY CANAD	TEXT	8		ADD 1989	20.00	08300
WORLD OF COMPUTERS:APPLICATIONS AND PRINCIPLES	JOHN WILEY & SONS CA	TCH RES BK	9	2ND	WIL 1991	40.00	11445
010 ENGLISH LANGUAGE AND LITERATURE							
BARE ESSENTIALS FORM B	HBJ-HOLT-SAUNDERS	TEXT	2	3RD	HBJ 1993	18.00	35113
ESSAYS, PATTERNS AND PERSPECTIVES	OXFORD UNIVERSITY PR	TEXT	8		OUP 1992	16.00	07732
EXPLORING PERSPECTIVES	MCGRAW-HILL RYERSON	TEXT	2		MHR 1992	17.00	10397
IN THE HEAT OF THE NIGHT	NATIONAL BOOK	TEXT	2		NBS	7.00	13920
MACBETH	HBJ-HOLT-SAUNDERS	TEXT	2	SWAN	HBJ 1964	6.50	07385
OTHELLO	OXFORD UNIVERSITY PR	TEXT	2	OXF SCH S	OUP 1977	6.50	07641
RICHARD THE THIRD	NATIONAL BOOK	TEXT	2		NBS	5.00	10843
SHORT STORY 17	FITZHENRY & WHITESID	TEXT	2		FHW	9.00	10470
SPELLING ACROSS THE CURRICULUM	GAGE DISTRIBUTION CO	TEXT	2		GAG 1980	35.00	13938
TEMPEST, THE	HBJ-HOLT-SAUNDERS	TEXT	2		HBJ 1990	9.00	07724
015 ENGLISH AS A SECOND LANGUAGE							
BARE ESSENTIALS FORM B	HBJ-HOLT-SAUNDERS	TEXT	2	3RD	HBJ 1993	18.00	35113

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
020 GEOGRAPHY							
ATLAS OF THE ENVIRONMENT	NATIONAL BOOK	TEXT	8		PRN 1989	18.00	06502
DYNAMIC CANADA:THE ENVIRONMENT AND THE ECONOMY	MCGRAW-HILL RYERSON	TEXT	8		MHR 1991	42.00	14100
NEW STATE OF THE WORLD ATLAS, THE	GENERAL PUBLISHING C	TEXT	8	SIMON/SHU	GNP 1984	20.00	10041
NEW STATE OF WAR AND PEACE, THE	GENERAL PUBLISHING C	TEXT	8		GNP 1990	21.00	07674
PLANET EARTH:A PHYSICAL GEOGRAPHY	JOHN WILEY & SONS CA	TEXT	8		WIL 1992	40.00	14043
PLANET EARTH:A PHYSICAL GEOGRAPHY	JOHN WILEY & SONS CA	TCH MAN	9		WIL 1992	69.00	14050
STATE OF THE EARTH ATLAS, THE	GENERAL PUBLISHING C	TEXT	8		GNP	20.00	07682
UNDERSTANDING OUR ENVIRONMENT	OXFORD UNIVERSITY PR	TEXT	8		OUP 1991	33.00	14134
030 HISTORY							
CANADA:WINDOWS ON THE WORLD	PRENTICE-HALL CANADA	TEXT	8		PRN 1992	12.00	07765
CIVILIZATIONS IN HISTORY:AFRICA AND ASIA	OXFORD UNIVERSITY PR	TEXT	8		OUP 1992	15.00	07740
INTRODUCTION TO ECONOMICS:A CANADIAN ANALYSIS	MAURICE ARCHER	TEXT	8	3RD	MAU 1992	36.00	07559
045 FAMILY STUDIES							
MARRIED AND SINGLE LIFE	MAXWELL MACMILLAN	TEXT	2	5TH	MMC 1991	41.50	10660
050 LANGUAGE: CORE PROGRAM							
PASSE-PARTOUT	ADDISON WESLEY CANAD	ANTHOLOGY	8		ADD 1991	20.00	10413
057 FRENCH IMMERSION							
FRENCH FOR FLUENCY	D C HEATH CANADA LTD	WRKBK	3		HTH 1990	10.00	13953
INTRODUCTION AUX SCIENCES 9	LIDEC INC	TEXT	8		LID 1990	39.00	14209
MALADE IMAGINAIRE, LE	THE FRENCH BOOKSTORE	TEXT	8		FBS 1992	7.00	07864
PETITE MARCHAND DE PROSE, LA	THE FRENCH BOOKSTORE	TEXT	8		FBS	10.50	07567
PLEINS FEUX SUR LE CANADA	OXFORD UNIVERSITY PR	TEXT	2		OUP 1990	28.00	13961
PRIERES D'UN ENFANT SAGE	THE FRENCH BOOKSTORE	TEXT	2		FBS 1992	14.00	07617
YEAR IN PROVENCE, A	RANDOM HOUSE OF CANA	TEXT	2		RAN 1989	12.50	08011
060 MATHEMATICS							
MAKING MATHEMATICS 9	GAGE DISTRIBUTION CO	TEXT	2		GAG 1993	[illegible]	14019

TEXTBOOK PROGRAM - SECONDARY SCHOOLS
BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
050 MATHEMATICS							
MATH IN CONTEXT 9	NELSON CANADA LTD	TEXT	2		NEL 1992	33.00	14001
MATHPOWER 9	MCGRAW-HILL RYERSON	TEXT	2		MHR 1993	35.00	13987
070 PHYSICAL AND HEALTH EDUCATION							
GLENCOE HEALTH:A GUIDE TO WELLNESS	MCGRAW-HILL RYERSON	TEXT	1	3RD	MHR 1993	50.00	13276
GLENCOE:AIDS AND SOCIETY	MCGRAW-HILL RYERSON	TEXT	1	3RD	MHR 1993	9.00	13250
GLENCOE:EDUCATION IN SEXUALITY	MCGRAW-HILL RYERSON	TEXT	1	3RD	MHR 1993	12.00	13268
HUMAN SEXUALITY	NELSON CANADA LTD	TEXT	2		HMF 1988	15.00	08037
WINNERS AND LOSERS-SPORT/PHYSICAL ACTIVITY IN THE	THOMPSON EDUCATIONAL	TEXT	3		THEP1992	35.00	10710
080 SCIENCE							
CHEMISTRY OF CARBON COMPOUNDS	J. WESTON WALCH PUBL	ST BK	8		WWA 1980	20.50	10678
SCIENCE: PROCESS AND DISCOVERY	ADDISON WESLEY CANAD	TEXT	2		ADD 1988	16.50	07773
090 TECHNOLOGICAL STUDIES							
APPLYING AUTOCAD RELEASE II	MAXWELL MACMILLAN	TEXT	8		MMC 1991	40.00	10520
ARCHITECTURE:DRAFTING AND DESIGN	MAXWELL MACMILLAN	TEXT	8	6TH	MMC 1990	60.00	13896
AUTO FUEL AND EMISSION SYSTEMS	GENERAL PUBLISHING C	TEXT	8		GNP 1992	49.00	07401
AUTO FUEL AND EMISSION SYSTEMS	GENERAL PUBLISHING C	WKBK	3		GNP 1992	11.50	07443
AUTO FUEL AND EMISSION SYSTEMS	GENERAL PUBLISHING C	INSTRUCT M	9		GNP 1992	8.50	07518
DESIGN FOR RESIDENTIAL CONSTRUCTION	MCGRAW-HILL RYERSON	TEXT	8		MHR 1991	49.00	13888
DESKTOP PUBLISHING USING PAGEMAKER ON MAC 3.0	MCGRAW-HILL RYERSON	TEXT	8	3RD	MHR 1992	33.00	11114
ENGINEERING DESIGN GRAPHICS	ADDISON WESLEY CANAD	TEXT	2	7TH	ADD 1992	60.50	08250
FOCUS ON VIDEO, A GUIDE TO VIEWING AND PRODUCING	PRENTICE-HALL CANADA	TEXT	8		PRN	20.00	10405

To: The Chairman and Members of
Operations Management Committee
1993-06-08

From: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Re: Interim Financial Status Report - April 30, 1993

Report: Information

Background:

The Interim Financial Status Report for the four month period ended April 30, 1993 compares the spending patterns for the first four months of 1993 to the same period in 1992.

The report is prepared on a modified cash basis in that the expenditures and revenues are generally shown as they are paid or received. Commitments are included in the expenditures.

This report will be updated in September (based on July) and November (based on September), with our year end position reported in early March 1994.

Recommendation:

That the report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Donald W. Goodridge, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED APRIL 30, 1993 & 1992

	1993			1992			Note
	Budget	April 30	%	Budget	April 30	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	231,575	84,957	36.7	229,650	82,062	35.7	
Travel, Personnel Training, Bursaries	813	229	28.2	899	262	29.1	
Books & Supplies	11,548	2,203	19.1	12,927	3,903	30.2	
Energy Costs	5,523	1,941	35.1	5,212	1,959	37.6	
New/Replacement Equipment	2,092	50	2.4	1,421	44	3.1	
Debt Charges	2,488	60	2.4	2,333	65	2.8	
Capital, Repairs, & Permanent Improvements	7,130	4,016	56.3	7,824	4,029	51.5	
Rentals, Fees & Contractual Services	9,290	2,658	28.6	9,425	2,757	29.3	
Tuition Fees	4,567	1,427	31.2	3,998	1,168	29.2	
Charge Back of Taxes	2,596	783	30.2	2,350	783	33.3	
Provision for Reserves & Other	8,174	5,995	73.3	1,353	145	10.7	1
TOTAL EXPENDITURES	285,796	104,319	36.5	277,392	97,177	35.0	
REVENUES (000'S):							
Levy for Mill Rate	160,176	55,567	34.7	159,289	50,087	31.4	
Supp. Taxes, T.&T., P.I.L., Surplus,	17,679	9,768	55.3	13,703	8,028	58.6	
Provincial Grants	89,006	24,247	27.2	83,625	21,756	26.0	
Other Provincial Revenue	670	459	68.5	1,029	539	52.4	
Tuition Fees	15,712	4,592	29.2	16,106	5,042	31.3	
Other Revenue	2,553	745	29.2	3,640	2,862	78.6	2
TOTAL REVENUES	285,796	95,378	33.4	277,392	88,314	31.8	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE FOUR MONTH PERIOD ENDED APRIL 30, 1993

EXPENDITURES

Note 1 Provision for Reserves and Other

The Mill Rate Stablization Reserve of $5,723,000 was established in April 1993.

REVENUES

Note 2 Other Revenue

The 1992 figure includes the transfer of $250,000 from the Capital Reserves to the Revenue Fund, as well as the full commitment of $1,808,000 for the renovations of three schools.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
FOR THE YEARS ENDED DECEMBER 31, 1988 TO 1992

			Actual		
	1988	1989	1990	1991	1992
EXPENDITURES (000's):					
Salaries & Wages, Employee Benefits	159,074	175,347	196,095	211,210	223,364
Travel, Personnel Training, Bursaries/Student Aid	881	1,090	1,060	967	704
Books & Supplies	14,721	15,450	15,118	15,149	12,446
Energy Costs	4,271	4,422	4,442	4,810	5,338
Replacement & New Equipment	3,570	3,605	2,955	3,634	1,611
Debt Charges	1,568	1,163	1,253	936	2,333
Capital, Repairs, & Permanent Improvements	5,140	10,699	14,700	11,228	7,077
Rentals, Fees & Contractual Services	5,916	7,251	8,161	8,990	8,875
Tuition Fees	1,810	2,436	2,842	3,803	4,439
Charge Back of Taxes	1,494	1,279	1,956	1,622	6,165
Provision for Reserves & Other	5,465	3,913	3,087	3,838	3,627
TOTAL EXPENDITURES	203,910	226,655	251,669	266,187	275,979
REVENUES (000's):					
Levy for Mill Rate	115,543	128,453	152,382	153,988	159,289
Refund of Taxes	545	0	0	0	0
Suppl. Taxes, T. & T., P.I.L., Surplus (Deficit), Transfers	9,018	10,980	6,272	12,348	14,190
Provincial Grants	64,553	67,205	76,446	83,437	83,697
Other Provincial Revenue	328	741	915	1,027	3,272
Tuition Fees	10,516	13,242	14,772	15,867	16,043
Other Revenue	5,187	4,668	3,997	4,987	6,900
TOTAL REVENUES	205,690	225,289	254,784	271,654	283,391

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1993 04 30
CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & MILL RATE STABILIZATION RESERVE

CAPITAL RESERVES (000'S)

	Budget 1993	Actual 1993 04 30	Actual 1992 04 30
Opening Balance	$923	$923	$2,830
Revenues			
Interest Earned	56	29	65
Property Rentals	166	-	-
	1,145	952	2,895
Expenditures			
Capital Projects	-	(4)	(4)
Transfer to Revenue - Operating Fund	-	-	250
	-	(4)	246
Closing Balance	$1,145	$956	$2,649

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1993	Actual 1993 04 30	Actual 1992 04 30
Opening Balance	$6,560	$6,560	$7,483
Revenues			
Transfer from Revenue - Operating Fund	1,533	-	-
Interest Earned	322	118	173
	8,415	6,678	7,656
Expenditures			
Gratuities Paid	2,100	271	135
Closing Balance	$6,315	$6,407	$7,521

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1992 04 30
CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & MILL RATE STABILIZATION RESERVE

MILL RATE STABILIZATION RESERVE

	Actual 1992 04 30
Opening Balance	$ -
Revenues	
Transfer from Revenue to establish reserve	5,723
Closing Balance	$5,723

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE FOUR MONTHS ENDED 1993 04 30
SUMMARY OF SHORT TERM INVESTMENTS (000'S)

	1993	1992
SHORT TERM INVESTMENTS AS AT APRIL 30:		
REVENUE - OPERATING FUND	$5,522	$ -
MILL RATE STABILIZATION RESERVE	5,723	-
CAPITAL RESERVES	766	2,585
CAPITAL FUNDS	79	265
RETIREMENT GRATUITY RESERVES	6,405	7,515
DOFASCO ASSESSMENT APPEAL RESERVES	-	2,806
TOTAL PORTFOLIO	$18,495	$13,171
INTEREST EARNINGS:		
REVENUE - OPERATING FUND	$159	$122
CAPITAL RESERVES AND CAPITAL FUNDS	29	65
RETIREMENT GRATUITY RESERVES	118	173
DOFASCO ASSESSMENT APPEAL RESERVES	-	67
TOTAL PORTFOLIO INTEREST EARNED FOR FOUR MONTHS	$306	$427
INTERNAL BORROWING SUMMARY:		
TOTAL INTERNAL BORROWINGS	$2,040	$17,346
TOTAL INTERNAL REPAYMENTS	2,040	17,213
BALANCE @ APRIL 30:	$0	$133
INTEREST EXPENSE FOR FOUR MONTHS:		
REVENUE - OPERATING FUND	$0	$37

REPORT OF THE AIDS POLICY COMMITTEE

Present: Trustees L. Orban (Chairman), Darby and Mulholland.

Official Present: E. Bond, Superintendent of Program

The Committee recommends:

GENERAL

1. That Operating Procedure SP-24 dated November, 1991 regarding AIDS/HIV Infection and the AIDS Policy Communication Pamphlet be received for information.

Respectfully submitted,

L. ORBAN,
Chairman

Committee Room,
1993 06 02

REPORT OF THE
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Trustees J. Rogers (Chairman), Allen, Bishop and Orban.

Officials Present:
E. Bond (Superintendent of Program)
B. Schofield (Adjustment Services Co-ordinator)
D. Sayers (SALEP Consultant)

The Committee recommends:

GENERAL

1. That the 1991-92 Annual Report of the Supervised Alternative Learning for Excused Pupils (SALEP) program, including the Statistical Report (attached) be received for information.

Respectfully submitted,

J. ROGERS
Chairman

Committee Room
1993 05 26

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) ANNUAL STATISTICS

SCHOOL YEAR : 1991 - 1992	AGE 14		AGE 15		TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1. SALEP students attending day school as part of their program	3		2	6	5	6	11
2. SALEP students attending evening school or the Adult Education Centre			1		1		1
3. SALEP students taking correspondence courses	1	5	4	4	5	9	14
4. SALEP students with no educational component	5	2	17	10	22	12	34
5. Total number of students on SALEP	9	7	24	20	33	27	60
6. Applications presented but not approved by the SALEP Committee	0	0	0	0	0	0	0
7. Applications received but not presented to the SALEP Committee	3	3	9	6	12	9	21
8. Total Number of Applications	12	10	33	26	45	36	81

APPLICATIONS AS PER SCHOOL PROGRAM

1. Elementary Panel:							
Grade 6							
Grade 7							
Grade 8				1		1	1
2. Secondary Panel:							
Grade 9 - vocational	6	3	13	8	19	11	30
Grade 10 - vocational				3		3	3
Grade 9 - composite	3	4	11	7	14	11	25
Grade 10 - composite				1		1	1
3. Total Number of Students on SALEP	9	7	24	20	33	27	60

REPORT OF THE TRANSPORTATION COMMITTEE

Present: Trustees M. Lowe (Chairman), Desmarais, Rogers and Cunningham.
Also Present: Trustees Bishop, Hicks and Mulholland.
Officials Present:

P. Gillie, Superintendent of Schools - Area 4
N. Nicholls, Superintendent of Schools - Area 2
G. Rutledge, Controller
S. Wilson, Transportation Officer

The Committee recommends:

GENERAL

1. That, effective 1993 09 01, transportation be provided for Woodward area students to Hillcrest School within the following parameters:

a) that transportation is provided for the morning only
b) that transportation is based on bus availability, capacity and number of students
c) that the parents agree to be fully responsible for getting students home after school
d) that the provision of this transportation is temporary and is to be reviewed annually
e) that there is no additional cost to the Board

Respectfully submitted,

M. LOWE,
Chairman

Meeting Room
1993 05 27

To: The Chairman and Members of
The Operations Management Committee
1993 06 08

From: Elizabeth Bond
Superintendent of Program

Re: Report requested from officials on Teen Health Clinics in Secondary Schools, Operations Management Committee, March 1993.

REPORT: Information/Decision.

BACKGROUND

At the March 1993 Board Meeting it was requested that the concept of teen health clinics be explored and that a report be made to the Operations Management Committee by June 1993.

Since that time a "Feasibility Study Committee" has been formed. The following are members of this committee: Koel Loyer (student, Sherwood S.S.), Sarah Mitchell (student, Westdale S.S.), January Coward (student, Scott Park S.S.), Robin Pittis (student, Sir John A. Macdonald S.S.), Corinne Filer (Public Health Nurse), Carol Schulze (Public Health Nurse), Helen Thomas (Hamilton-Wentworth Department of Public Health Services), Leanne Siracusa (Supervisor of Adolescent Services, Hamilton-Wentworth Department of Public Health Services), Jack Baxter (Vice-Principal, Sir Winston Churchill S.S.), Vic Lepp (Co-ordinator, Guidance), Bob Chapman (Co-ordinator, Physical and Health Education).

The Feasibility Study Committee has met six times. Comprehensive meetings were held with representatives from the Wellington County Board of Education, the Wellington County Health Unit and representatives from the Teen Health Clinic currently in development at Waterdown District High School.

The following initiatives were undertaken by this committee:

- a review of recent literature on Adolescent Health Needs was studied (Appendix A),
- a student needs assessment was conducted at Scott Park S.S., (Appendix B),
- a questionnaire to ascertain the degree of interest in teen health clinics on the part of secondary school administrators of the Hamilton Board of Education (Appendix C)

ISSUE

To share with trustees information regarding the initiatives undertaken by the "Feasibility Study Committee" and to determine the Board's position regarding the development of a pilot "Student Health Centre" in a Secondary School.

RECOMMENDATIONS

Recommendation 1.

That a pilot "Student Health Centre" be instituted in a Secondary School for the time period January 15, 1994 to December 31, 1994. Proposed criteria for the selection of a pilot school are included as Appendix "D".

Recommendation 2.
A report on the effectiveness of the pilot centre be made to Operations Management Committee in January 1995.

RATIONALE

1) The purpose of the Student Health Centre will be to provide education, counselling, referral and other services as identified by the students of the school.

2) Students require frank, informative and non-judgmental education, counselling and service regarding their health and lifestyle.

3) A "Student Health Centre" will provide education, counselling, referral and other services as identified by the students of the school.

4) Student input and results from student health centres in other jurisdictions favour the inclusion of health services in the school building itself. Advantages of a school based facility include:

- increased accessibility for students,
- saves the student time, effort and expense in travel,
- it is more practical to integrate the service with the educational component,
- the school can be a supportive environment,
- the school becomes a hub of services for the student,
- school staff are more likely to refer a student for counselling to a centre located in the school facility,
- students can develop a sense of student ownership of the centre,
- the school can raise the profile of the centre through school activities and promotions.

5) The proposed centre should include the widest range of services possible. Potential service areas include: substance abuse and addictions, nutrition, relationships, sexually transmitted diseases, contraception, mental and emotional health, athletic injuries treatment and prevention, violence prevention, sexual and other abuse, fitness and active living. Students should be allowed to have input as to the services that are needed by them.

6) The centre should use a variety of techniques to bring accurate and up-to-date information to students. Some examples of techniques are: individual counselling, information and discussion groups, pamphlets, peer counselling, videos, community experts, focus groups and informal counselling and discussion opportunities for students.

7) It is imperative that the centre be designed to maintain the confidentiality of service and client.

) It is important that a Student Health Centre Development Committee be formed, co-chaired by the Supervisor of Adolescent Services for the Hamilton-Wentworth Department of Public Health Services and an administrator from the selected pilot school and include representation from the following:

- students from the school (at least 4)
- Department of Public Health Services
- school staff and administration
- school Guidance Department
- school Physical and Health Education Department
- parents from the school community
- relevant Community Agencies

ATTACHMENTS

Prepared by: R. H. Chapman
Coordinator, Physical and Health Education

ADOLESCENTS AND HEALTH

Adolescent health has become an important issue for several reasons. Since the differences between adolescent and child and adult health needs have been acknowledged, those who have studied the topic have noted a gap between adolescent health needs, professional knowledge, and adolescent utilization of services (Marks et al, 1983; Hodgson at el, 1986; Blum et al, 1990; Levenson, 1987; Stiffman et al, 1988). In developed countries where universal health care is not available, many adolescents receive no health care because they are unable to pay for it. In a recent evaluation of health care for high-risk adolescents, Earls et al (1989) noted that although a wider range of health problems was detected and treated at specially funded comprehensive clinics designed for high-risk adolescents, there were no differences in the lifestyle behaviors of these adolescents when compared with those attending traditional clinics.

Many believe that adolescence is a developmental stage in which individuals experiment with a number of behaviors and then make choices which may become long-term lifestyle patterns. This underscores the importance of providing accurate information and advocating for health enhancing behaviors during this period. Since most adolescents between the ages of 13 and 18 years spend a considerable amount of time in school, this setting is seen as an ideal one in which to make health promotion services available.

The purpose of this review of the recent literature is to provide direction for adolescent health services within a school setting which would be both pertinent to adolescents, and useful to their long-term health and well-being. Within the last few years, two large scale surveys have included Canadian adolescents aged 15 to 19 years (Clarke, 1989; Siggner, 1988). The Canadian Youth Foundation followed their telephone survey with a cross-country series of worshops and interviews to determine in more detail, the health and social concerns of some adolescents. Comments regarding the problems and challenges facing young people and policy makers were also ellicited (Clarke, 1989). The Canadian Institute of Child Health has compiled a profile of Canadian children and youth based on available data sets (Avard & Hanvey, 1989). At about the same time, the American School Health Association (1989) conducted an extensive survey of students in grades eight and 10. The objectives of all of

these works were to understand the knowledge level, attitudes and actual behavior of adolescents in relation to the identified risk behaviors in an effort to develop meaningful programs to enhance adolescent health. Although the age groups differ slightly, and the objectives may be different, the results of these works are surprisingly similar. They are outlined below.

The mortality rate among adolescents in Canada is 73/100,000. The three leading causes of death are injuries (58%) (57% of these are related to motor vehicle accidents, followed by drowning and poisoning), suicide (15%), and cancer (7%). Adolescent injury death rates in Canada are higher than those in all developed countries except Australia and the United States. Mortality rates are higher for males than females for all three causes. Both injuries and suicide are problems which could be reduced with appropriate strategies.

Alcohol abuse is involved in over half of the MVA related deaths. For males, significant numbers report drinking and driving while impaired (40%). Young women do not drink and drive, but frequently report riding with a friend who has had too much to drink. Females are more likely than males to try to prevent a friend who is impaired from driving. General knowledge about safe limits of alcohol consumption could be improved within this age group. Another risk related to automobile accidents is the reported lack of consistent use of seatbelts. Fifteen per cent report never using them, and only 59% report regular seatbelt use.

Over half the adolescents report knowing someone who has attempted suicide. They complain that they do not know enough about the signs of depression or possible suicide, and that even when they are aware, it is difficult to get community help for a friend. They agree that more information about community resources would be useful.

In spite of the grim statistics above, most teens are basically healthy and require little hospitalization. Prime reasons for hospitalization are injuries for males, and pregnancy related problems for females.

When asked to rate the relative seriousness of a number of problems in society, the frequencies of youth 15 to 19 years ranking them as serious or very serious were as follows: drug abuse (91.5%);

sexual assault (91%); family problems (90%); suicide (89.5%); AIDS (89%); alcohol abuse (88.5%); unemployment (85%); prostitution and poverty (82.5%); illiteracy (81%); lack of education (80%); career plans (79%); and, nuclear war (63.5%). The first six problems are directly related to health, and most of the remainder are related to determinants of health of a population.

In response to questions about what matters in life, adolescents ranked friendships, being loved, success and freedom most highly. In questions relating to self-image, fewer males than females reported feeling useless or like a failure. More males reported being intelligent and competent. Although ratings of self-esteem decreased among both genders during adolescence, females reported lower rates than males at all points in time. Relationships with friends were ranked as very important by 83% of respondents, whereas 62% ranked relationships with mothers and fathers as very important. Mothers, followed by friends, were the support persons used most frequently for solving problems or for moral guidance. Most youth believe that their parents trust them, that they have a happy home life, and that what their parents think is important, although over one third report arguing a lot with parents. When asked about how other adults relate to youth, the responses are noteworthy: over 70% agreed that adults lack confidence in youth; about 50% agreed that they respected young people; over 60% agreed that adults did not understand adolescents; and,50% thought adults were intimidated by youth (Clarke,1989).

Questions about lifestyle behaviors yielded the following results. Most (61%) adolescents state that their health is very good or excellent. Approximately three out of ten reported regular smoking. Over 75% of the smokers report that at least half of their friends also smoke. Alcohol is regularly (ie, monthly) consumed by 52% of those 15 to 19 years of age. About 20% of this age group agree that their friends drink excessively. More males than females report feeling obliged to drink on social occasions, even if they would rather not. For females, drinking and stress appear to be related. Respondents do not appear to be concerned about their alcohol consumption and nor are they planning to reduce it to improve their health. Only 18% of respondents report use of street drugs in the last month. Although these substances are readily available, alcohol use continues to be the most

frequently reported. In general, those who report regular use of any of the above substances also report being less healthy, happy, and having more stress than non-users (Siggner,1988).

In relation to nutrition, females know more about what foods to avoid or limit than males. Compared to overweight males, many more overweight females (97% vs 50%) report wishing to lose weight. Both genders report plans to improve their diet in the coming year, and recognize the relationship between a healthy diet and good general health. Over 75% of the respondents report exercising regularly. Furthermore, exercise is seen as the most important thing individuals could do to improve health.

Sexuality and sexual activity are major issues for adolescents. Most believed that sexual intercourse before marriage is alright if you care about the person. More males than females thought it was acceptable after several dates. Date rape was seen as a serious problem which occurs more frequently than most are aware. Young women who have been assaulted are afraid to tell anyone and don't know who to trust. As well, many feel shame and guilt for what has occurred. AIDS is acknowledged as a serious problem. Both males and females report that it has reduced the number of sex partners others have and has increased the use of condoms. Adolescents know a reasonable amount about AIDS, but relatively little about other sexually transmitted diseases. Pregnancy is still seen as the most common negative outcome of unprotected sex. In spite of this, those that are sexually active report inconsistent use of effective birth control methods. Slightly over one third of the respondents felt they were well informed about birth control. All agree that information about birth control should be available and that it needs to include a practical component such as where and what to buy and explicit instructions about how to use it. Over 50% have had a sex education course in school and think it was good. While most males and females agree that abortion is okay if a woman has been raped, more males (63%) than females (53%) agree that in general women should have the right to an abortion. Views on homosexuality are very conservative among this group. About one third agree that it is okay, and two thirds think homosexuals should have the same rights as others.

Most (75%) report having a family physician, and two thirds have visited him/her in the last year. However, about half the adolescents surveyed reported being either "not very comfortable" or "not at all comfortable" discussing personal issues with the physician (Feldman et al, 1986). Several studies report discrepancies in expectations between physicians and adolescents. Malus et al (1987) compared adolescent expectations of discussion of relevant topics with physicians to actual rates. For all topics, actual rates were much lower than what students would have liked. Physicians views of what health issues adolescents aged 11 to 14 years think are important were compared to adolescents views (Levenson, 1987). Physicians underestimated the importance adolescents placed on smoking, physical fitness, self-actualization, and communication, and overestimated the importance placed on peer opinion. Both groups agreed on the importance of weight. Other studies indicate that adolescents and physicians have different views about which behaviors constitute health problems (Feldman et al,1986; Duchen Smith, 1987; Epstien et al, 1989). Adolescents see issues around relationships, emotional problems, weight, menstruation (among females), and sexuality as potential health problems. Although they report using alcohol and other drugs, including tobacco, they do not see these activities as health problems and few plan to change these behaviors. In a survey of competency of professionals about 16 dimensions of adolescent health care, Blum and Bearinger (1990) found that physicians, nurses, social workers, nutritionists and psychologists had major competence deficits in several areas.

When asked about the services and format of a school health centre, there was consensus that the following features were crucial: staff who were approachable, discrete, trustworthy, nonjudgemental and preferably male and female (some suggested a combination of students and adults); confidential service for all; and services provided at no cost. Many thought that the services should emphasize health promotion and therefore focus on providing accurate information about relevant health topics and community resources and group forums for discussion about student-identified issues (Hodgson et al, 1986).

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Health Needs Survey

The Board of Education and Department of Health would like your assistance in assessing the health needs of the school. Please choose 3 of the following topics which you would like to see addressed in your school, .with number 1 being the most important.

1 ○ **Relationships**
eg. Getting along with family
Getting along with friends
Boyfriend, girlfriend, dating

2 ○ **Healthy eating**
eg. Weight management

3 ○ **Skin Problems**
eg. Acne, Dry Skin

4 ○ **Feelings**
eg. How to boost self-confidence
Depression, anger

5 ○ **Coping**
eg. Mental Health Topics and organizing time.

6 ○ **Sexuality**
eg. STD, AIDS
Contraception, Pregnancy

7 ○ **Substance Abuse**
eg. alcohol, tobacco, drug use

8 ○ **Violence**
eg. Awareness/ prevention

There is a committee considering establighing a student health centre as a pilot project. This centre could offer services such as counselling, discussion groups, information and referral to community agencies. Your Public Health Nurse and the agencies could provide teens with service.

Which format do you prefer?

9 ○ Discussion Groups

10 ○ Individual Counselling

11 ○ One time seminar--
eg. Guest Speaker

12 ○ Information Centre

13 ○ Other

Would you use a teen centre to help with the issues stated above?

14 Yes

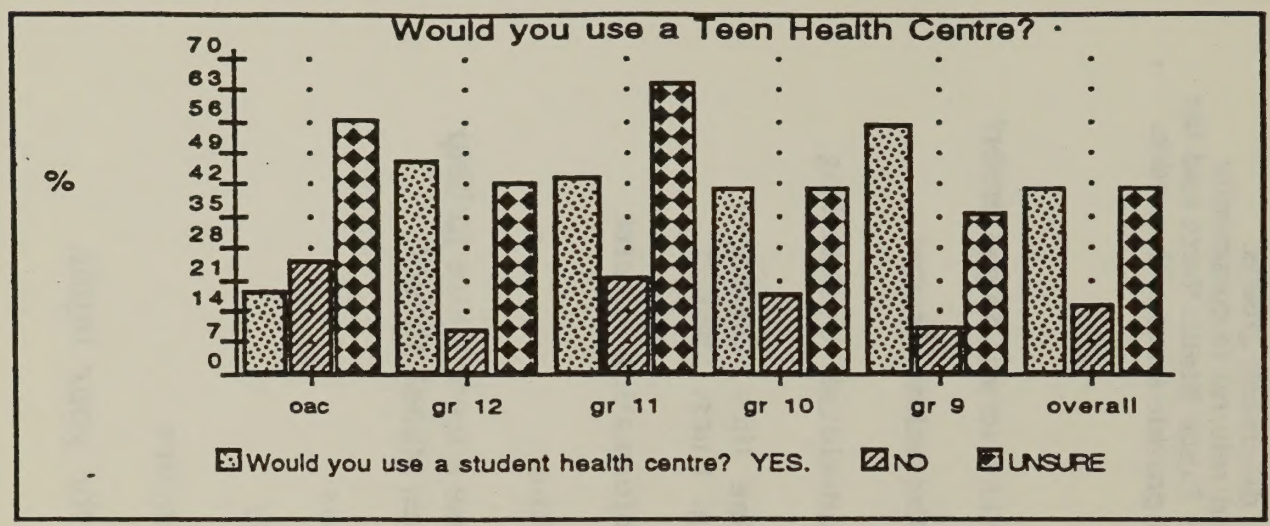
15 No

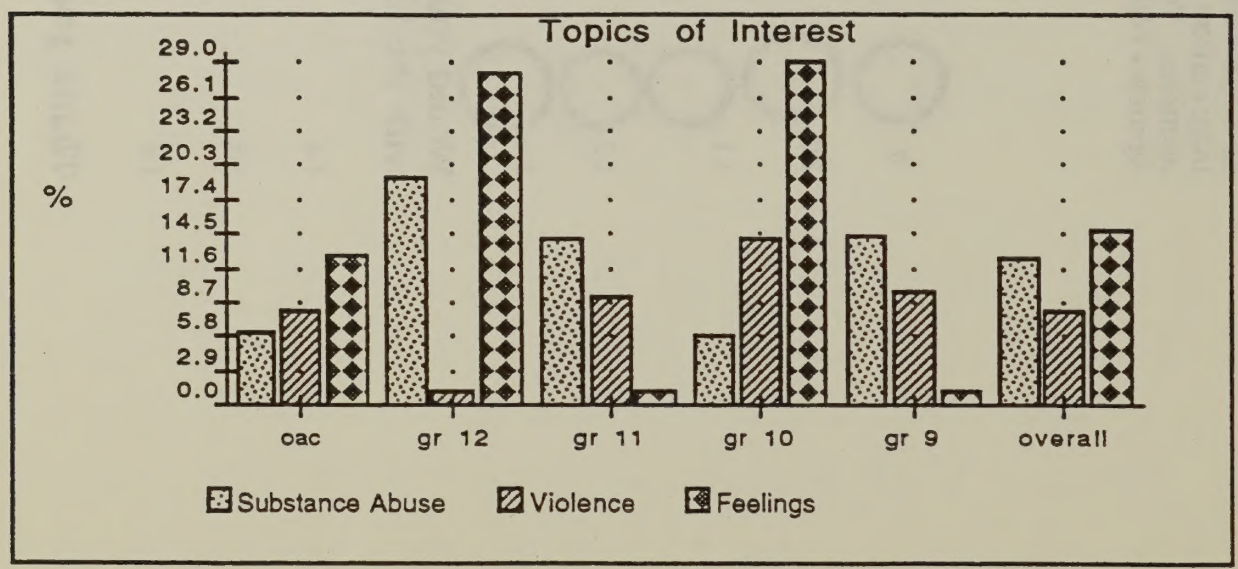
16 Unsure

Thank you for your input.

_____

Public Health Nurse


Would you use a Teen Health Centre?
%
70
63
56
49
42
35
28
21
14
7
0
oac
gr 12
gr 11
gr 10
gr 9
overall
Would you use a student health centre? YES.
NO
UNSURE


Topics of Interest
%
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23.2
20.3
17.4
14.5
11.6
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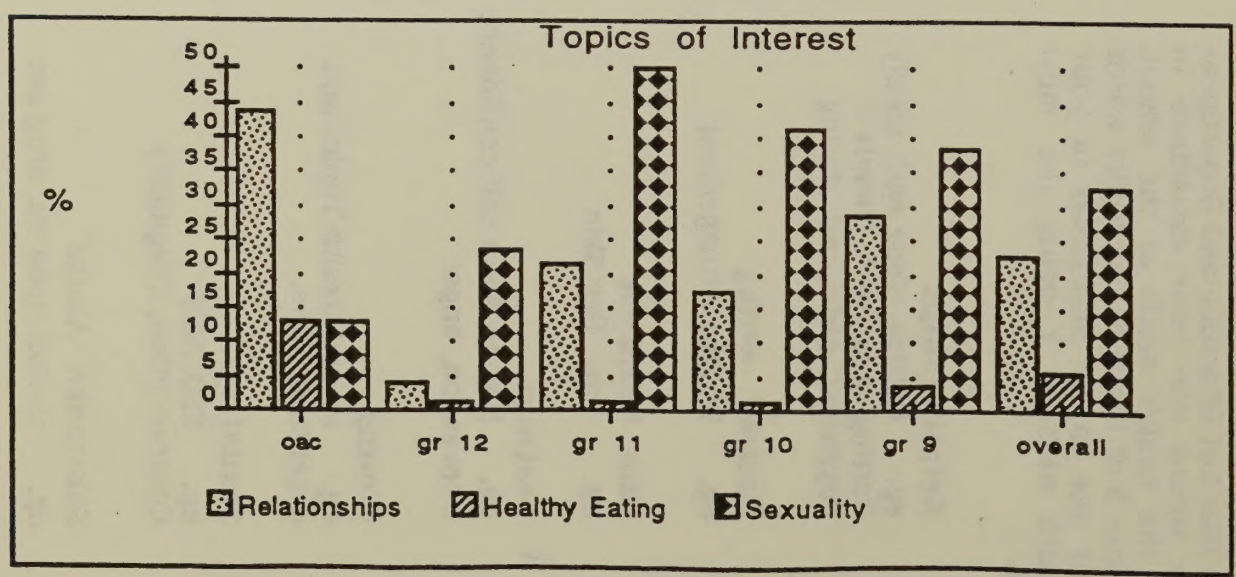
gr 10
gr 9
overall
Substance Abuse
Violence
Feelings


Topics of Interest
%
50
45
40
35
30
25
20
15
10
5
0
oac
gr 12
gr 11
gr 10
gr 9
overall
Relationships
Healthy Eating
Sexuality

HAMILTON BOARD OF EDUCATION
TEEN CLINIC FEASIBILITY STUDY COMMITTEE
SURVEY OF PRINCIPALS/VICE PRINCIPALS

NAME OF SCHOOL: _____

Based on a motion from the Hamilton Board of Education Trustees, the Teen Health Clinic Feasibility Study Committee was struck with representatives from the Board (Bob Chapman and Jack Baxter), students (4) and the Hamilton-Wentworth Department of Public Health Services. This committee is considering as one alternative establishing a school-based health centre in a Hamilton secondary school. The centre would collaborate with community agencies to provide a broad range of onsite services (depending on the students' needs, priorities and resources available). These services could include short term counselling and referral, small group discussions, relationship/sexuality counselling and services, community/health information services and addiction counselling.

The success of such a project will depend on close collaboration with community agencies, students and school staff, particularly the administration and guidance staff.

In order to provide information to the committee to assist it in its task, please answer the following questions and return the completed questionnaire to Jack Baxter.

1. Would you like your school to be selected for this pilot project?

   Yes ___
   No ___

2. Please list 3 reasons why you <u>are or are not</u> interested in having such a centre in your school.

   i)

   ii)

   iii)

   If you are not interested, you have completed this questionnaire. Thank You!

3. This new initiative will require extensive collaboration with Hamilton-wentworth Department of Public Health Services and other agencies. Do you have someone on your staff who could be identified as a liaison between the school and health centre?

   Yes ___
   No ___

4. We think students should be actively involved in planning the services of a health centre. Do you agree?

Yes ___
No ___

Please explain _____

_____

_____

_____

6. Other comments for the Committee.

_____

_____

_____

_____

Thank you for your assistance!

PROPOSED CRITERIA FOR SELECTION OF A PILOT SCHOOL FOR A STUDENT HEALTH CENTRE

These criteria are not necessarily in order of priority, although the first two are crucial:

1. Student Need:

The selected school will be one where the student need is great as identified by the school administration and the Hamilton-Wentworth Department of Public Health Services. This would include a large population of students engaging in several high risk behaviours (eg. frequent alcohol/other drug use, high pregnancy rates, parenthood, potential school drop-outs) and/or coming from disadvantaged families. Although all schools have students "at risk", some have considerably greater proportions than others.

2. Interest and Commitment of School Personnel:

This includes both school administration and guidance personnel because the development of a Student Health Centre will impact on them both. Experience has shown that although both education and health systems are interested in maximizing student health, the legislation, policies and procedures governing the two systems sometimes result in conflict (eg. confidentiality, student access) in practice. The personnel of the selected school will demonstrate a willingness to collaborate (ie. as equal partners) with the Hamilton-Wentworth Department of Public Health Services in addressing these potentially troublesome areas.

Since the experience of others indicates that students are more likely to use services which they have had an active role in identifying and developing, the selected school will show evidence of active student involvement in other school activities and plans to involve students in the development of the Health Centre.

3. Physical Accommodation:

There is good evidence that Centres that preserve student privacy are most frequently used. This means that the physical area needs to be in an accessible, but somewhat private place, so that other students will not be aware of who is using the service. Sharing a common area with guidance/remedial services is one solution to this problem. In schools connected to Recreation Centres, space easily accessible to the centre could be another solution.

Because Student Health Centre activities might involve both one-to-one sessions and student small group discussions, as well as physician assessments, adequate

space will need to be available (eg. interview room(s), large room(s) to seat up to 12 people). Equipment required may include locked filing cabinets, comfortable furniture, physical assessment equipment, and racks and shelving to be used for a student information centre.

4. Integration of Other Services:

Since many student problems are socio-health in nature, the on-site inclusion of services from other community agencies (eg. Alternatives for Youth) may be required. The selected school will have a "track record" of using such services and/or be willing to collaborate in negotiating on-site services as necessary.

To: The Chairman and Members of
The Operations Management Committee
1993 06 08

From: Elizabeth Bond
Superintendent of Program

Re: Report requested from officials on Abstinence Programs in Other Jurisdictions, Operations Management Committee, March 1993.

REPORT: Information/Decision

BACKGROUND

At the March 1993 Board Meeting it was requested that the administration explore the various Abstinence Education Programs used in other jurisdictions and bring a report with recommendations to the Operations Management Committee by June 1993.

A survey was mailed to sixteen Ontario public school Boards requesting information regarding their current "Abstinence Education" programs. The Durham Board of Education's Teacher Resource Guide was found to be an excellent resource on abstinence for teachers. Samples of activities from this resource are included as Appendix "A".

ISSUE

To share with the trustees information gathered from other jurisdictions regarding abstinence education and to determine trustee support for mandatory Physical and Health Education during the Specialization Years.

RECOMMENDATION

That the report on Abstinence Programs be received for information and that the Board write to the Minister of Eduction requesting a mandatory Physical and Health Education credit be included in the Specialization Years in order that important health and lifestyle issues will be part of every student's program.

RATIONALE

1) Students require frank, informative and non-judgmental education, counselling and service regarding their health and lifestyle.

2) The current status regarding Physical and Health Education is that one credit is required for O.S.S.D. Most student take grade 9 Physical and Health Education but there are exceptions. For students who take grade 9 Physical and Health Education only, it is possible that they would receive no other opportunity to develop the skills, knowledges and attitudes regarding their personal health during their secondary school education.

3) Sexuality education as outlined in Ministry Guidelines is a component of health education within a framework of health promotion. The following Ministry documents support sexuality education:

- Education About Aids, 1987
- Physical and Health Education, 1975, 1978
- Physical and Health Education (Int. & Sr. Div.), Draft, 1988
- The Common Curriculum-Grades 1-9, February 1993 which states on page 69, **"By the end of Grade 9, students will understand issues and information related to contraception, Acquired Immune Deficiency Syndrome (AIDS), and sexually-transmitted diseases".**

4) All Boards that replied to the request for information regarding their sexuality programs developed programs from Ministry guidelines and include abstinence as a focus but also include methods of contraception and "safer" sex as areas of study.

5) It is clear from current data that a large majority of teens have sexual intercourse before age 19. Intercourse is the key risk factor in pregnancy and sexually transmitted diseases and HIV infection. Surveys show that about 1/3 of adults continue to hold abstinent values about premarital sex and nearly 90% believe that it is usually wrong for 14-16 year olds to have intercourse. It is very clear that there are large value differences between some proponents of adolescent sexual abstinence and contraceptive approaches; true believers in each group view the other position as unacceptable. The current Ministry position as well as the policy outlined in Education About Aids supports emphasis on KNOWLEDGE, VALUES, SKILLS. Adolescents should be encouraged first to postpone or avoid sexual intercourse but when they become sexually active they should know how and be motivated to minimize chances of an unwanted pregnancy or sexually transmitted disease.

ATTACHMENTS

APPENDIX "A" **Samples of Strategies from "Abstinence-A Teacher Resource Guide-The Durham Board of Education** **Page 3**

Prepared by: **R. H. Chapman**
Coordinator, Physical and Health Education

ACTIVITY #: 4

TOPIC: RELATIONSHIPS
TITLE: EVERYONE IS ABSTINENT AT SOME TIME IN THEIR LIFE.
STRATEGIES: BRAINSTORMING

Why would people be abstinent in the following situations?

A. MARRIED COUPLES: during menstrual cycle, away on a business trip, armed forces, prolonged illness, temporary impotence, childbirth, etc.

B. DIVORCED, SEPARATED OR WIDOWED: prefer to avoid another relationship until they get stabilized again.

C. TEENS OR SINGLE ADULTS: prefer to remain abstinent because...

- sexual relationships may interfere with future plans,
- fear of pregnancy, and STD's
- not ready for a sexual relationship
- personal values or beliefs

• 20% of all teens who have been sexually active once or in a relationship, have returned to abstinence.

Question:

What factors might change in a teenage relationship when sexual intercourse is added?

After you have developed your list, decide whether each factor can be considered positive or negative.

ACTIVITY #: 7

TOPIC: DECISION MAKING
TITLE: PROS AND CONS OF ABSTINENCE
STRATEGIES: BRAINSTORM THE THREE HEADINGS AS A CLASS OR IN GROUPS

Why do Teens become sexually active?	Why do Teens Postpone Sexual Activity?	Possible Consequences of Becoming Sexually Active
e.g.		
- natural	- fear of disease	- STDs
- fun or pleasure	- fear of pregnancy	- pregnancy
- love	- fear of parents	- reputation
- grown up	- fear of bad reputation	- school drop out and child support
- curiosity	- values	- change relationship
- hold onto girl/guy	- religious beliefs	- lowered self esteem
- rebel against parents	- future goals or plans	
- homophobia	- respect for parents	
- reputation		
- pressured into it		

If you have decided that you don't really want to become sexually active (or anything else) why does it sometimes still happen?

e.g. - friends talk you into it
- you ended up in a bad situation, i.e. parents not home
- you attempted to say no
- you tried to compromise
- you were drunk or stoned
-
-
-
-

This can lead into PEER PRESSURE ACTIVITIES.

ACTIVITY #: 9

TOPIC: DECISION MAKING
TITLE: A CASE STUDY
STRATEGIES: CO-OPERATIVE LEARNING GROUPS OR CLASS DISCUSSION

Scenario:

You have been good friends with Sue since you were 6 years old. She is being pressured by her boyfriend to have intercourse. Sue is unsure and she wants to talk to you about it because she trusts you. You can't make up her mind for her but you could pose several questions that may help her come to a decision.

In your group devise 5 critical questions that Sue should answer before making a decision.

Examples:

1. Are you feeling pressure to have intercourse?
2. Are you trying to save this relationship by having intercourse?
3. Are you trying to prove something to anyone?
4. Are you ready to select a method of contraception?
5. Are you prepared to deal with a possible pregnancy or STD?
6. Will it bother you if others find out?
7. Will a sexual relationship prevent you from completing any of your future plans?

Arrange the questions in priority order for Sue.

(Teacher note: See article entitled "Adding Intercourse to a Relationship" on the following page.)

ADDING INTERCOURSE TO A RELATIONSHIP

I am 16 and a student at a private girls' school. Like nearly all the other students here I have already lost my virginity. Although most people consider this subject a very personal one, I feel the need to share this part of my life with girls who are trying to decide whether to have sex for the first time.

Take my word for it, girls, sex does not live up to the glowing reports and hype you see in the movies. In fact, it's pretty darned disappointing. I would have waited at least until I got to college had I known what it was going to be like.

I truly regret that my first time was with a guy I didn't care that much about. I am still going out with him which is getting to be a problem. I'd like to end this relationship and date others, but after being so intimate, it's tough.

Since that first night, he expects sex on every date. Our whole relationship seems to revolve around going to bed. When I don't feel like it we end up in an argument. I don't think this guy is in love with me, at least he's never said so. I know deep down that I am not in love with him either and this makes me feel sort of cheap.

I realize now that the first time is a very big step in a girl's life. After you've done it, things are never the same.

My advice is, don't be in such a rush. It's a headache and a worry. (Could I be pregnant?) Sex is not for entertainment. It should be a commitment. Be smart and save yourself for someone you wouldn't mind spending the rest of your life with.

Ann Landers, reprinted from the Toronto Star

Note: Teachers may wish to have their students respond to this letter as if they were Ann Landers.

ACTIVITY #9 (Cont'd.)

Have students make a list of several poor reasons to have sex. Ten examples are listed below.

10 POOR REASONS TO HAVE SEX

1. "Everybody else does, so why shouldn't I?"
2. You want to hold on to a relationship that's breaking up.
3. You want to be popular.
4. You have problems at home or at school. The feeling of being close to someone and really being needed is comforting.
5. For boys: you want to prove yourself.
6. For girls: getting pregnant will make him marry you and then you'll be happy.
7. "I've had sex once - there's no point in holding back anymore."
8. "We were high and it just happened."
9. You're worried that sex is the only way not to appear homosexual.
10. You want to discover the "fireworks" that always go with sex on TV, records, movies, magazines and books.

For each reason, have students develop a realistic response.

10 RESPONSES

e.g. 1. Everyone else doesn't! As a matter of fact, 51% of high school students are not sexually active.

2.

3.

TEACHERS NOTE: See article p. 20.

ACTIVITY #: 15

TOPIC: PEER PRESSURE
TITLE: "PRESSURE TECHNIQUES"
STRATEGIES: SCRIPT AND ROLE PLAY (SMALL GROUPS)

Here are several techniques commonly used to pressure people into doing something they really don't want to do.

- Friendship - or loss of
- Guilt - you said you wanted to - don't let me down
- Curiosity
- Trust
- Ridicule
- Logical sounding arguments

Write and role play a 1 or 2 minute scenario between a boy and a girl your age in which several pressure techniques are used.

For example: a) One partner is trying to pressure the other into sex while babysitting.

b) One partner is trying to pressure the other into doing some drugs.

Role play for the class (they may read their lines); the rest of the students must try to identify the different types of peer pressure that were used.

1993 06 08

To: Chairman and Members
Operations Management Committee
Education Centre

From: Rick Binns, Area 3 Superintendent

Re: Update of Delta Cafeteria Report

Report: Information

BACKGROUND

The Board approved the renovations for the Delta Commercial Food Services program in July of 1990. At that time a report on this program was to be presented to the Board at the end of one year. The cafeteria renovations were not completed until mid-March of 1991. It was agreed by the Superintendent of Area 2 (Nancy Nicholls) that it would not be appropriate to make a report based on three months of operation (mid-March 1991 through mid-June 1991). A report would be made to the Board during the 1991-92 school year; and it was presented in June of 1992.

At that time, the trustees requested that Delta provide an update as part of the Report of the Food Policy (Recommendation 14).

ISSUE

To share information with the trustees regarding the status of the Delta Cafeteria.

RECOMMENDATION

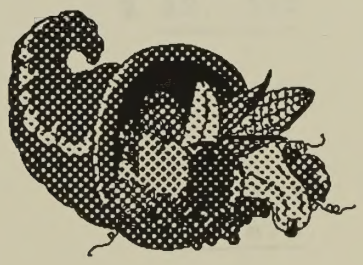
That the update of the Delta Cafeteria Report be received for information.

Prepared by: Mary Middlemiss
Administrative Assistant
Delta

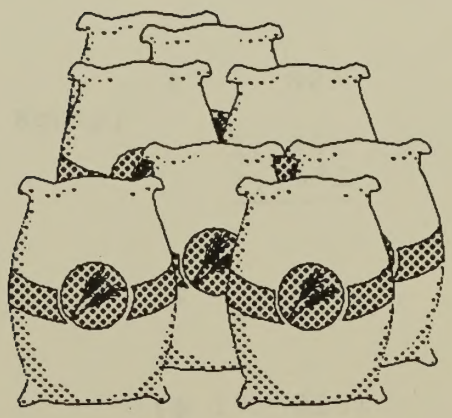
Reece Morgan
Foods Teacher
Delta

Delta Secondary School

REPORT ON CAFETERIA



May 1993



DELTA SECONDARY SCHOOL

CAFETERIA REPORT

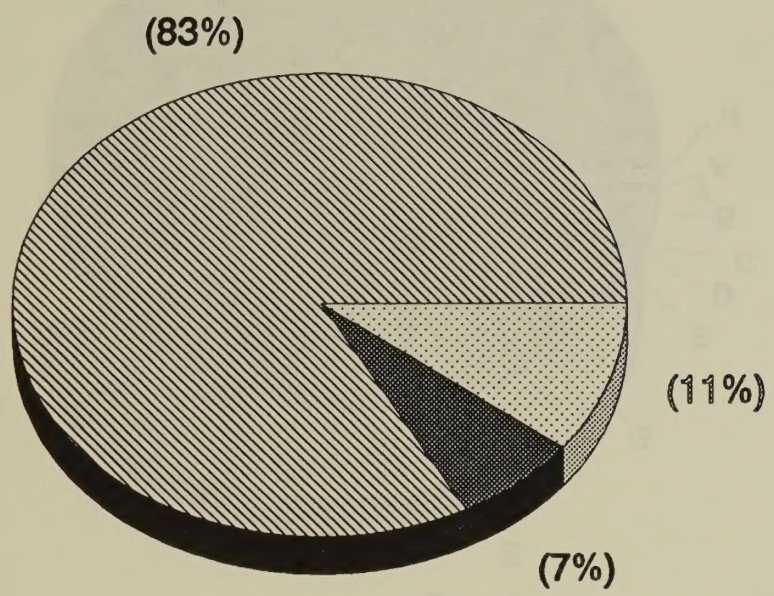
COMPARATIVE INCOME STATEMENT 1991 - 1993

	May 1/92 - April 30/93	Feb 1/91 - April 30/92
SALES	$ 49, 335	$ 68, 187
COST OF GOODS SOLD		
Opening Inventory May 1/92	11, 402	0
Groceries Purchased	53, 491	80, 011
Less Ending Inventory	5, 870	* 11, 402
TOTAL COST OF GOODS SOLD	$ 59, 023	$ 68, 609
	($ 9, 688)	($ 422)
OTHER EXPENSES		
Teaching Materials (Includ. Sharpening & Sm. Equip)	$ 823	$ 1, 897
Uniforms & Supplies	2, 842	1, 261
Sanitation	3, 673	2, 150
TOTAL OTHER EXPENSES	$ 7, 338	$ 5, 308
NET DEFICIT	($ 17, 026)	($ 5, 730)

* Inventory excluding Sanitation Supplies; Inventory for sanitation supplies included in sanitation expenses.

Cafeteria Revenue 1992-93

May 1, 1992 - April 30, 1993



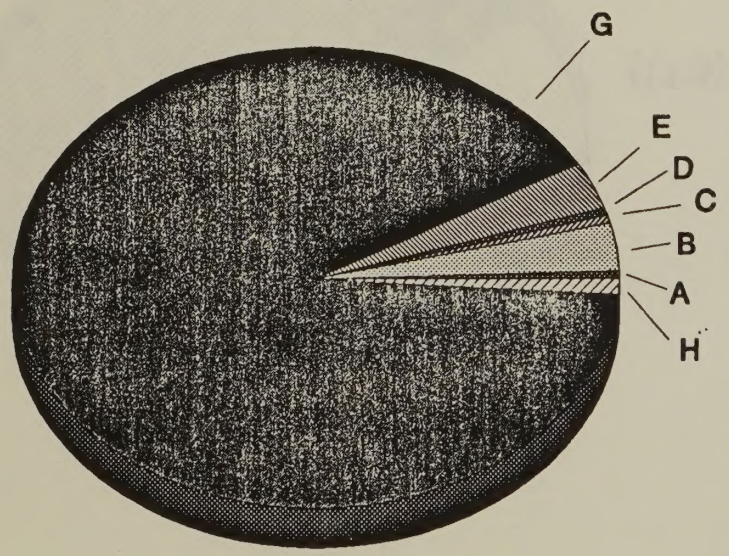
Gross Income

- Revenue
- Account Receivable
- Inventory

revenue: $45 712
receivable: $ 3 623
inventory: $ 5 870

Cafeteria Expenses 1992-93

May 1, 1992 - April 30, 1993

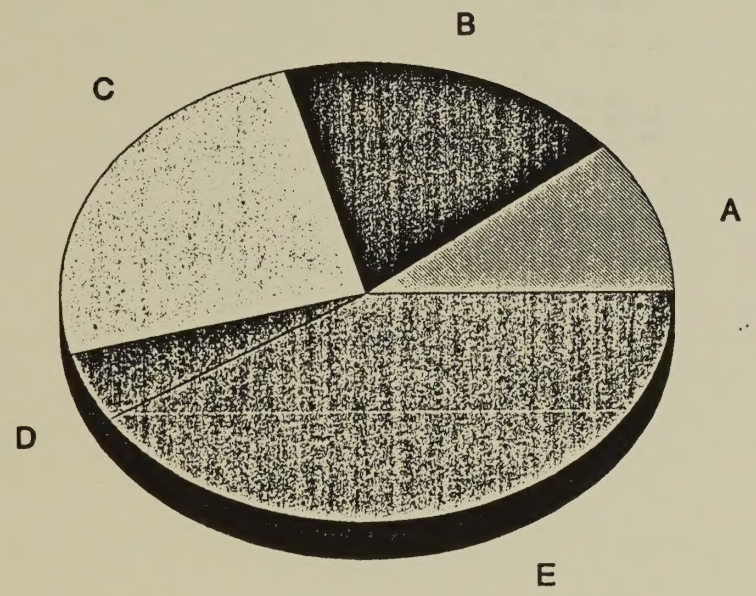


Expenses

A	Aprons, hats	282.92
B	Sanitation	3673.00
C	Knife Sharpening	355.80
D	Cleaning Uniforms	406.72
E	Supplies	2 039.06
	Teaching Materials	29.68
G	Groceries	53 491.00
H	Small Equip & Repair	551.20

Cafeteria Inventory

April 30, 1993



Legend

A	Walk-In Fridge	630.46
B	Walk-In Freezer	1 080.91
C	Cafeteria/Bakeshop	1 472.40
D	Sandwich/Salad Area	296.94
E	Storeroom	2 389.53
	Total	5 870.24

DELTA SECONDARY SCHOOL

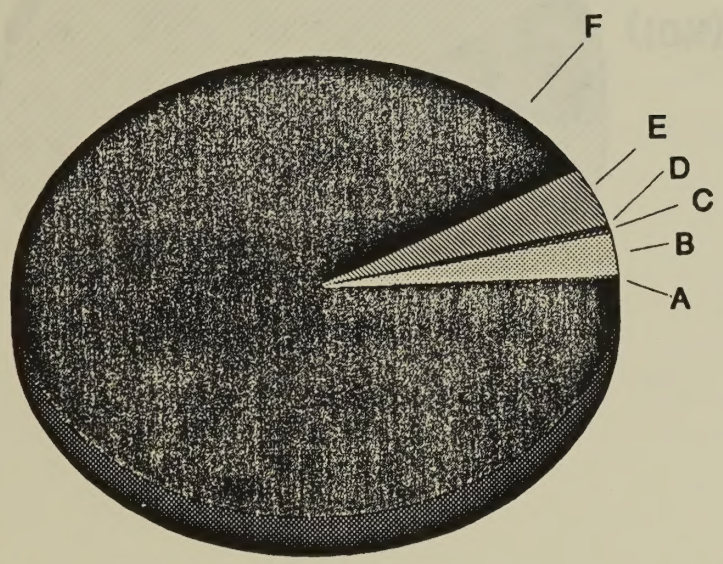
CAFETERIA REVENUE/EXPENSES

JANUARY 1, 1993 - APRIL 30, 1993

REVENUE		
Cafeteria Receipts	$22, 673	
Catering Receipts	$ 975	
		$ 23, 648
Accounts Receivable	$ 2, 491	
TOTAL REVENUE		$ 26, 139
EXPENSES		
Teaching Materials	$ 74	
Uniforms & Supplies	$ 1, 267	
Sanitation	$ 813	
Groceries	$24, 394	
TOTAL EXPENSES		$ 26, 548
NET DEFICIT		($ 409)

Cafeteria Expenses 1992-93

January 1 - April 30, 1993

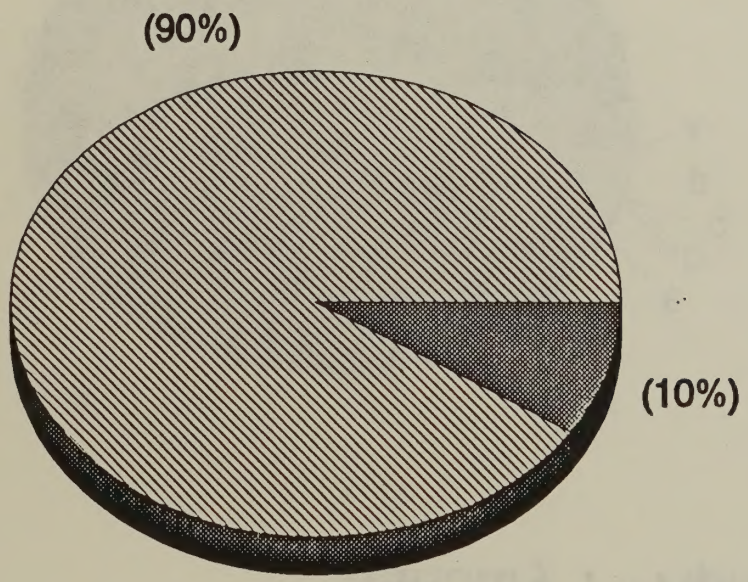


Expenses

A	Aprons, hats	100.43
B	Sanitation	812.65
C	Knife Sharpening	73.62
D	Cleaning Uniforms	53.79
E	Supplies	1 113.25
F	Groceries	24 394.00

Cafeteria Revenue 1993

January 1 - April 30, 1993



Gross Income

Revenue

Account Receivable

revenue: $23 648
receivable: $ 2 491

DELTA SECONDARY SCHOOL

CAFETERIA REVENUE/EXPENSES

MAY 1, 1992 - DECEMBER 31, 1992

REVENUE

Cafeteria Receipts	$ 18, 960	
Catering Receipts	3, 104	
TOTAL CASH RECEIPTS		$ 22, 064
Accounts Receivable	1, 132	
TOTAL REVENUE		$ 23, 196

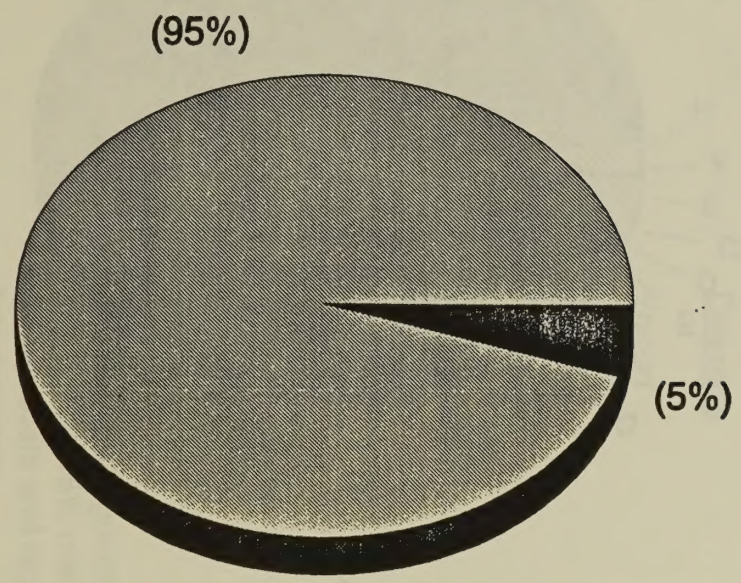
EXPENSES

Teaching Materials (Incl. Sharpening & Small Equipment)	$ 749	
Uniforms & Supplies	$ 1, 575	
Sanitation	$ 1, 114	
Groceries	$ 29, 097	
TOTAL EXPENSES		$ 32, 535
NET DEFICIT		($ 9, 339)

* Unable to reconcile -$ 6.22 in expenditures.

Cafeteria Revenue 1992

May 1, 1992 - December 31, 1992



Gross Income

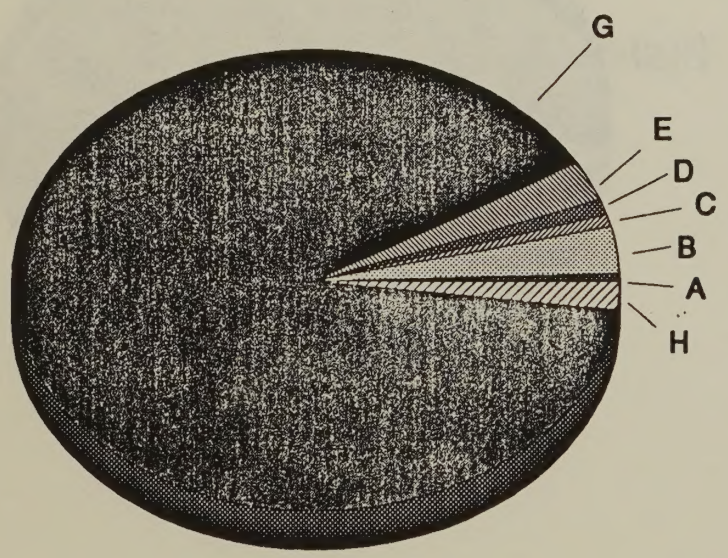
Revenue

Account Receivable

revenue: $22 064
receivable: $ 1 132

Cafeteria Expenses 1992

May 1, 1992 - December 31, 1992



Expenses

A	Aprons, hats	190.49
B	Sanitation	1114.00
C	Knife Sharpening	282.18
D	Cleaning Uniforms	352.93
E	Supplies	925.81
	Teaching Supplies	29.68
G	Groceries	29 097
H	Small Equip & Repair	551.20

Cafeteria Menu Price List:

Sandwiches

Roast beef	
Turkey	
Chicken Salad	
Salmon	
Tuna	
Ham & Cheese	
Corned Beef etc	$1.50
Cheddar Cheese	
Egg	$1.00
Stuffed Pitas	$1.25
Submarines	
Assorted	
Turkey	$1.50

Salad Bar

Small	$1.25
Large	$2.50

Drinks

Fruit Juices	$.60
Mineral Water	$.90
Gatorade	$1.00
Coffee	$.45
Hot Chocolate	$.50

Milk

Small White	$.60
Large White	$1.10
Small Chocolate	$.70
Large Chocolate	$1.20
Milkshakes	$1.00

Hot Food

Entrée
$ 2.00 = 3.00
(incl. rolls and butter)

French Fries

Small	$.90
Large	$1.50
/with gravy	+$.10

Fresh Pizza

Vegetarian and Meat	$1.25
Pizza Bagels	$1.00
Soup Du Jour	$.60

(with croutons or crackers)

Desserts

Yogurt	$.90
Cookies	$.25
Muffins	$.25
Drumsticks	$.90
Fresh Fruit	$.25
Fruit Cocktail	$.50
Pudding	$.50
Jello	$.25
Danishes	$.50
Brownies	$.60
Carrot Cake²'s	$.50

* Prices are regulated by market costs with a 10 - 15% mark-up. This helps to defray costs and replace money back into program.

$$\% = \frac{\textit{Food Cost}}{\textit{Menu Price}}$$

Food School Catering Price List:

Savory Trays:

Cheese Trays(2lb)	(Serves 10-12)	$20.00 per tray
Cheese Trays(4lb)	(Serves 20-25)	$30.00 per tray
Cheese & Fruit Tray	(Serves 10-12)	$24.00 per tray
Assorted Sandwich Tray (1 1/2 each)	(Serves 10-12)	$12.50 per tray
Assorted Meat Tray (2 oz each	(Serves 10-12)	$25.00 per tray
Relish Tray	(Serves 10-15)	$10.00 per tray
Relish Tray	(Serves 20-25)	$17.50 per tray

Hot - Cold Savory Trays: (Quiche, Sausage rolls etc.	(Serves 10-12) (allow 3 per person)	$10.00 per tray

Baked Items:

Birthday cake	(Serves 10-12)	$ 5.00
Birthday cake 9"x12"	(Serves 24)	$ 8.50
Decorated 1/2 slab cake	(Serves 50)	$15.00
Decorated slab cake	(Serves 100)	$25.00
Cherry / Blueberry Cheesecake	(10")	$10.00
Cherry / Blueberry Cheesecake	(8")	$ 8.00
Blackforest cake	(8")	$ 8.00
Carrot cake	(8")	$ 8.00

Pastry Trays:

Assorted Pastries (Tarts, Shortbread, Squares, Brownies etc. Allow 3 per person)	(Serves 10-12)	$10.00

* Prices are regulated by market costs with a 25% mark-up. This helps to defray costs and replace money back into program.

$$\% = \frac{\textit{Food Cost}}{\textit{Menu Price}}$$

MONTHS OF OPERATION

1. Although commercial food classes began at Delta in February of 1991, the kitchen area was not completed until the spring break of 1991 (mid March).

2. Months of operation since opening:

Mid March 1991	0.5 months
April 1991	1.0 month
May 1991	1.0 month
June 1991	0.5 month
Sept 1991 - Mid - June 1992	9.0 months
Sept 1992 - Jan 1993	5 months (CUPE strike 4 1/2 months)
Feb 1993 - April 30, 1993	3 months

Total: 20 months less 4.5 months (CUPE strike) = 15. 5 months

LOST REVENUE

1. Freezer breakdown in August 1992 resulted in the spoilage of $444.00 food stock. Daily checks of all refrigerators and freezers when school is not in session should prevent any future loss.

2. The CUPE strike from mid-September 1992 until the end of January 1993 had a serious effect on the operation of our food services program, and resulted in an estimated $4, 600.00 loss of revenue, when compared with the same time-period the previous year.

EMPLOYEE COSTS

QUANTITY	POSITION	AFFILIATION	SALARY	HOURS/WEEK
1	Teacher	OSSTF	$42,378.00/yr	
1	Cook	CUPE	$27,649.00/yr	40/10 mos.
1	Caf. Supervisor/ Cashier	Non-union	$ 6,000.00/yr	12.5*
2	Caf. Supervisors	Non-union	$ 4,840.00/yr each	10*

*Supervisors/Cashier do not work during any holidays, P.D. Days, or Examination days..

These two positions are required regardless of the food delivery format and are found in all composite secondary schools.

OVERHEAD EXPENSES

Overhead expenses are not disclosed. We, at the school level, do not have any mechanism by which to determine cost of utilities nor the personnel.

DELTA SECONDARY SCHOOL
REPORT ON CAFETERIA
ENROLLMENT BY CLASS

Number of classes in each semester

1. Feb. 1991 - June 1991...**3 classes**

Course	Total	Actual Ave. Class	Contract Ave. Class
TFC1W/2G	27	Ave. Class	Contact
TFC3G	15	Size	Ave. Size
TFC1W/2G	22	21.3	Tech. 18.0

2. Sept. 1991 - Jan. 1992...**4 classes**

TFC2B	13	Ave. Class	Contact
TFC3G/3B	10	Size	Ave. Size
TFC2G/3B	10	14.0	Tech. 18.0
TFC2G/3B	22		
Per. 4	3 - 4 (Tech. Prep)		

Feb. 1992 - June 1992...**3 classes**

TFC2G	19	Ave. Class	Contact
TFC4B/4G	17	Size	Ave. Size
TFC1W	26	20.7	Tech. 18.0

3. Sept. 1992 - Jan. 1993...**3 classes**

TFC1W	20	Ave. Class	Contact
TFC3B/3G	24	Size	Ave. Size
TFC2B/2G	24	22.6	Tech. 18.0

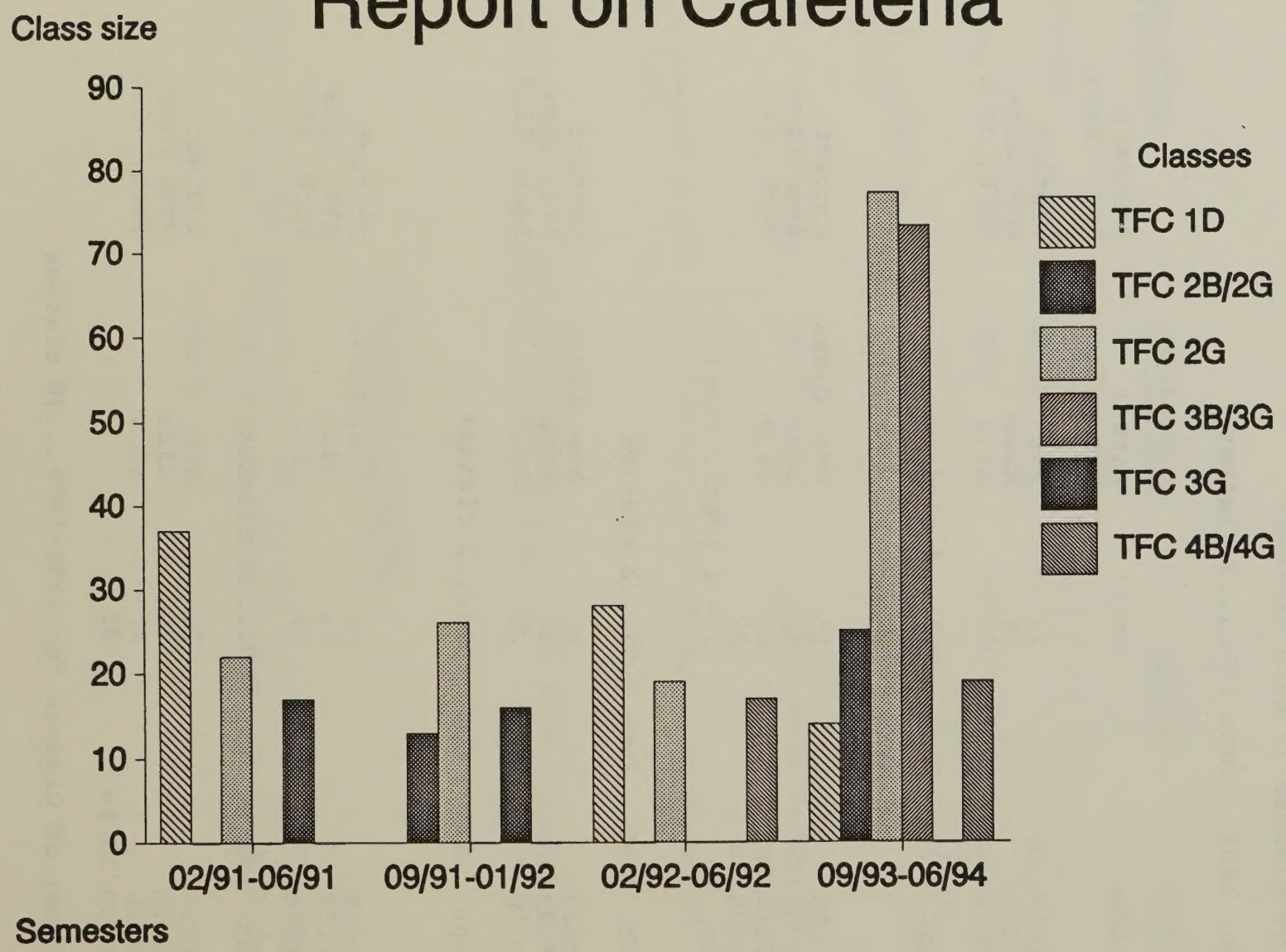
Jan. 1993 - June 1993...**4 classes**

TFC2G	12	Ave. Class	Contact
TFC2G	19	Size	Ave. Size
TFC2B	07	19.3	Tech. 18.0
TFC3B/3G/4G	20		

4. Number of Classes for 1993-1994...**10 classes**

TFC2B/2G	25	Ave. Class	Contact
TFC2G	77	Size	Ave. Size
TFC3B/3G	73	20.8	Tech. 18.0
TFC4B/4G	19		
TFC1D	14		

Report on Cafeteria



Plans For Future Growth In Delta's Cafeteria

Any business in the early stages will experience financial difficulties. In the case of Delta's cafeteria we plan to remedy this situation within 2 years. At the present time we have increased our clientele by making a greater selection available. There is in its early infancy, a food outlet which will be available to the community. At the present, staff is utilizing this service. This helps to keep the training aspect intact.

By using products produced with the addition of a baking teacher a greater recovery is available for baked products with sales for school and community. With more emphasis on teacher and public dining, prices can be increased to allow for a better product and thus a clientele more willing to buy higher priced products.

The student body has been very receptive to much of the cafeteria changes and has begun to become educated by making more healthy and nutritious choices. Unfortunately these products sometimes cost more than prepackaged, ready to serve and frozen products. Our reputation is growing and this is cause for celebration due to the fact that more students are actually beginning to eat healthier.

The Services sector has the largest growing work force. It is larger than manufacturing area and is forecasted to grow even more in years to come.

At the present time we are involved in placing students in industries such as Buns Master Bakery and training facilities (Mohawk and

Humber College). The local industry has welcomed the students because it is giving them skills that they can transfer upon leaving school.

We our quite aware that the program can be interpreted as luring business away from the local community, but as our prices reflect we are trying to recover costs while providing a necessary service to the student body and community. It has been said that competition is healthy and can help to maintain high standards, we believe this to be true.

We are anticipating a elementary breakfast program for which we will be providing not only the food but also the student workers and will thus be able to adequately train students prior to employment as well providing a necessary service.

DELTA SECONDARY SCHOOL

CAFETERIA REVENUE ACCOUNT CLIENTS

MAY 1992 - APRIL 1993

Administration:

Staff Meetings
V.P. & Prinicipals Meetings
Visitors
Delta Project
Parents' Nights
Delta Home & School
Positive Parenting
Connecting
Graduation
Awards Program
Heads' Retreat
D.A.R.T. Meetings
Grade 8 Tours

Departments Within Delta:

Art & Photography
Business Education
Cosmetology
Drama
Family Studies
Girls' Phys. Ed.
Languages
Music
Science

Student Council:

G.A.C.
O.S.A.I.D.
Gymnastics Meet--Judges
Girls' Soccer Team
Business Awards Reception
Pumpkin Carving Contest
Hockey Team Luncheon
Graduation Committee

Hamilton Board of Education:

Special Education
Administrative Assistants
Curriculum Writing Teams
Glendale Secondary School
Program Department
Computer Studies: C. Hycz
Queen Mary School
Sherwood Sec. Sch.: S. Lennon
Technical Heads: J. Kerr
Black History Aud.: N. Nunes
Guidance Heads: L. Tipoulow
Area 3 Transitions: T. Law
Area 3 Meeting: M. Kilby
Race Relations: D. Hutton
Family Studies Heads: P. Wheaton

Volunteer & Community Service:

Delta Staff Association
OSSTF Branch Meeting
IGA 40th Anniversary
St. Peter's Hospital
St. Joseph's Hospital
OSAID Car Wash
Inasmuch House
YMCA

Delta Secondary School:

Cafeteria Revenue Account Clients:

February 1991 - June 1992

Administration Dept:
Cabinet meetings, Staff meetings, Visiting Dignitaries, Parent Breakfasts, Parents Nite, Delta Project, Co-0pertive Luncheon,

Departments that have used the Food Services Program for catering:

Business Dept:
Drama Dept:
English Dept:
Family Studies Dept:
Guidance Dept:
Geography Dept:
History Dept:
Languages Dept:
Learning Resource Dept:
Math Dept:
Physical Education Dept:
Science Dept:
Technical Dept:

Student Council:

(Delta Soccer Team, GAC Banquet, BAC Banquet, Grade 8 tours, Business Awards luncheon and reception, "Whenever i Feel Afraid" play, Outers Club, Paris Breakfast, Cooking Demonstrations, Graduation Ceremonies, Night Class, "Chez Murray", Race Relations, Principals/Vice-Principals Meetings, Monthly Staff Luncheons, Student Christmas Luncheon, Home-School Association, Parents Awareness "community Nite", Pumpkin Carving contest, Fashion Show, Curriculum Writing teams, Delta Student Awards, Birthday luncheon, Japanese Board of Education Visitors)

Hamilton Board Of Education:
Ministry of Education Symposium:
O.S.S.T.F. Bakery Request
Technical Co-ordinators Dinner Attn: Jim Kerr
Technical Heads meeting Attn: Jim Kerr
Technical Symposium Attn: Jim Kerr
Social Committee Attn: Giselle White
Art Dept: Attn: Bruce Hoskins
Area 2 Secretaries Week Luncheon Attn: Nancy Nichols

Glendale Secondary School: Graduation, Retirement luncheon, Awards Banquet
A.M. Cunningham School: Breakfast
Queen Mary School: Awards, Graduation Ceremonies Attn: Trish Donnely
Glen Brae School: Coffee Set-up Attn: David Staple
Memorial School: Luncheon, Coffee Set-up.

<u>Volunteer & Community Service</u>:

St. Peter's Hospital: Gingerbread houses, Christmas cookies and Caroling
St. Joseph's Hospital: Gingerbread houses, Christmas cookies and Caroling
O.S.A.I.D : Car wash and cookies and brownies donations
InAsMuch house (home for Battered Women): Weekly food donations
St. Vincent De Paul: Christmas Food donations
Pamela Purves & Assoc. : Chamber of Commerce
Birthday Party Catering, Wedding Reception Catering,
First Holy Communion Reception,
Operation Santa Claus Food Donations;
Baby Shower
Cake and Bakery orders from local Community members
25th Wedding Anniversary Reception

1993 06 10

To: The Chairman and Members,
Operations Management Committee,
The Board of Education for the City of Hamilton,
Hamilton, Ontario.

From: N. Nicholls - Superintendent of Schools - Area 2
E. G. Bond - Superintendent of Program

Re: The Consolidation of Caledon and Crestwood Secondary (Vocational) Schools

Report: Information/Decision

BACKGROUND

As a result of the Board meeting of April 15, 1993 the following recommendations were approved:

1. (a) That Caledon and Crestwood Vocational Schools be declared one school effective September, 1993. (see #2 below)
   (b) That Ainslie Wood Vocational School be considered for closure, effective September, 1994.
   (c) That Crestwood Vocational School be considered for closure, effective, September 1994.
   (d) That a co-educational Skills Technology Centre at the Caledon site be initiated effective September, 1994 subject to budget approval.

2. That under the Policy for Consolidation of School Accommodation, Secondary Schools (Vocational) Section IV be added to state:
   - (a) That with reference to Caledon and Crestwood Vocational Schools, public presentations be invited at an open meeting in May, 1993 and
   (b) Board decision be made in June, 1993 for implementation in September, 1993.

ISSUE

To report to the Board the results of the public meeting held to discuss the consolidation of Crestwood and Caledon Secondary (Vocational) Schools.

To confirm the Board's decision for implementation of the recommendation September, 1993.

RECOMMENDATION

1. That the implementation of the consolidation of Caledon and Crestwood as one school be effective September, 1993.

2. That an ad hoc Name Search Committee made up of five trustees be established to study the naming of the consolidated Mountain Secondary School and that the report be presented to the Operations Management Committee by June, 1994.

3. That the consolidated school be named the Mountain Secondary School on an interim basis.

RATIONALE

- Recommendation (a) was presented to the mountain community on May 24, 1993 at Caledon Secondary School. Prior to this meeting, a public notice of meeting was placed in the Hamilton Spectator and flyers containing the necessary information were given to staff and students at both the Crestwood and Caledon sites. Opportunities for the public to access information regarding the consolidation and to make a presentation at the public meeting were made available through the Area 2 Office (Appendix A).

- Approximately 50 people were in attendance at the meeting. Included were students, parents, staff, Federation representatives and trustees.

- The agenda for the meeting is found in Appendix B.

- The presentation included:

  - an overview of current economic issues and future trends that are and will have impact on the educational system (Don Goodridge, Director)
  - the proposed future direction for vocational and technological education for the Hamilton Board (Betty Bond, Superintendent of Program)
  - program changes in Technical studies necessary to prepare students more effectively for the workplace. This involves creating a broader scope of learning opportunities in technology and a wider range of skill development (Jim Kerr, Co-ordinator Technical Education)
  - the organizational components and rational for the school for 1993-94

- No one from the community requested agenda time to make a presentation.

- Questions from the community were addressed by the presenting team. Students, parents and staff inquiries sought additional information or further clarification. No one expressed a negative response to the proposal.

- The meeting which began at 7:00 p.m. concluded formally at 8:15 p.m. with no further questions from the floor.

- The new school created by the consolidation requires a new name to reflect the concept of a Skills and Technology Centre. The interim designation of Mountain Secondary School permits the immediate initiation of this changing concept.

Public Notice

The Board of Education for the City of Hamilton invites community participation and public presentations at an

OPEN MEETING

Tuesday, May 25 at 7:00 p.m.
Caledon Vocational School
60 Caledon Avenue

The purpose of this meeting is to:

- provide information regarding a proposal "**that Caledon and Crestwood vocational schools be declared one school effective September 1993.**" (Board decision to be made in June 1993, for implementation in September 1993);
- provide information on future directions for Vocational Education for the Hamilton Board of Education;
- respond to questions from the public and receive community input regarding this proposal.

For more information or to be included as a public presenter, please contact:

Nancy Nicholls, Superintendent of Schools - Area 2
The Board of Education for the City of Hamilton
Telephone: 574-1668

PUBLIC MEETING
MAY 25, 1993
CALEDON SECONDARY SCHOOL
7:00 P.M.

PURPOSE: .To provide information regarding the proposal "that Caledon and Crestwood schools be declared one school effective September, 1993".

.To provide information on future directions for Vocational Education for the Hamilton Board of Education.

.To provide the opportunity for public presentation regarding this proposal

A G E N D A

1.	Introductory Remarks	- Don Goodridge Director, Hamilton Board of Education
2.	A Perspective of Vocational and Technical Education - past to future	- Betty Bond, Superintendent of Program
3.	A Rationale for Change - Impact on Program	- Jim Kerr, Co-ordinator, Technical Studies
4.	Proposal for Caledon and Crestwood	- Nancy Nicholls, Superintendent of Schools, Area 2.
5.	Open Forum - Questions from community	

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 06 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) R. A. Riddell, Grade 6 Science, Outdoor Education, "Sunship Earth", Camp Wanakita, Haliburton, 1993 10 05-08 (Tuesday to Friday)

(ii) Sherwood, Grades 10-OAC, Outdoor Education, Algonquin Park, 1993 09 23-26 (Thursday to Sunday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1993 09 07

Confirmation of the minutes of the 1993 06 08 regular meeting and special meetings of 1993 05 17, 1993 05 18 and 1993 06 30.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update from the Officials regarding City Hall Levy Payments to Boards

2. Report from the Officials re School Trip Guidelines – **Pages 1 to 17**

3. Report from Director re Restructuring Fund

4. Update from the Officials regarding OHIP and Third Party Billing: Program Implications – **Pages 18 to 22**

NEW BUSINESS:

1. Interim Financial Status Report – 1993 07 31 – **Pages 24 to 29**

2. Proforma Budget (1994, 1995, 1996) – **Pages 30 to 33**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – **Page 34**

2. World Health Organization Questionnaire – **Page 35**

MEMO

1993 09 07

TO: **Chairman and Members of the**
Operations and Finance Committee
Hamilton Board of Education

FROM: **N. Nicholls, Superintendent of Schools, Area 2**

RE: **School Trip Guidelines**

REPORT: **Information/Decision**

BACKGROUND: The Report of the School Field Trip Guidelines Committee (J. Johnston, Chair) was presented to O.M.C. in May. The following motion was accepted: "That the School Field Trip Guidelines within the Report of the School Field Trip Guidelines Committee, dated 1993 05 11, be referred to the officials to obtain input from the system through the Superintendents of Schools." A small committee comprised of elementary and secondary school principals met to decide upon an appropriate process to gather input from the system. A PROF message to all principals was followed by a "hard copy" of the survey (Appendix 1). Results were directed to Ken Bain, Area Supervisor, for compiling.

ISSUE:

1. To report to the trustees the results of system input regarding the guidelines for trips.
2. To seek approval for the revised guidelines for trips.

RECOMMENDATION:

1. That the revised guidelines for trips be approved.

RATIONALE:

1. No occasional teacher coverage will be provided for teachers away from school on field trips lasting up to one day. Superintendents of Schools may authorize occasional teacher coverage for trips lasting two days or longer.

   Internal teacher coverage for trips longer than one day puts a strain on those teachers remaining at school as they teach their regular classes and pick up others.

2. Field trips should be constructive in nature and must be planned to achieve educational goals.

   Proposed wording is aligned with wording in OP-19 and is less ambiguous.

3. The closest appropriate location for a field trip should be considered. Trips outside Ontario will only be considered where comparable educational or athletic experiences cannot be found within the province.

   The closest location may be less expensive and of equal or greater educational value but may be located outside of Ontario.

4. Field trip costs must be kept to a minimum and reflect the present economic circumstances of our community.

5. Schools shall continue to assist students who otherwise cannot afford to participate in a field trip.

   This represents present practice in our schools. Subsidies are provided when teachers and/or administrators are aware of financial needs.

6. The cost to the student of any overnight field trip may not exceed $50.00. Cost above $50.00 must be raised by the school. Schools must be prepared to assist students who other wise cannot afford to participate.

   Original wording would effectively result in the demise of overnight trips since fund raising could not easily cover the difference between the $50.00 limit and the total cost of these trips.

   Proposed guideline should not mean financial hardship for students or schools as trips are planned far enough in advance that they would be able to raise funds/earn money/budget wisely to cover the costs.

Proposed changes to OP-19, page 4, 7B to include a financial plan (payment schedule, fund raising and assistance provisions) and 7A regarding timelines for Superintendent approval allow sufficient time to raise the necessary funds for more expensive trips.

7. Field trips which do not meet these guidelines may be presented for consideration
under the following conditions:
- the trip had been partially planned prior to issuing of these guidelines.
- commitments have been made that may result in financial loss or lawsuit.

8. All other field trip procedures and requirements remain in force (Operating Procedure 19, Trips Out of School Manual).

Operating Procedure 19 (Appendix 2):

Amend 7A to read "For trips to major cities in North America, the principal shall submit Form HBE 3472 to the appropriate Superintendent of Schools at least six (6) months prior to the date of the trip.
For trips to major overseas cities, the principal shall submit Form HBE 3472 to the appropriate Superintendent of Schools at least twelve (12) months prior to the date of the trip.
These trips should be designed so that they do not include any more than three (3) instructional days".

Amend 7B to read "The teacher supervising the trip outlined in 7A will attach to Form HBE 3472, a detailed itinerary outlining:

1. the purpose and/or educational goals of the trip
2. a list of places to be visited, including a timetable of events
3. name of carrier and/or tour company
4. details of the methods of transportation
5. all cost factors to be included in the package and/or additional costs to be paid by the students
6. a financial plan including (a) a payment schedule (b) a fundraising component and (c) assistance provisions".

MEMO

TO: Elementary, Secondary and Vocational School Principals
FROM: Ken Bain, Area Supervisor, Area Two
DATE: 1993 06 10
RE: SCHOOL FIELD TRIP GUIDELINES

****

School field trips provide students with valuable educational experiences which may not be attainable through classroom instruction. While the Board supports the concept of such trips, it is necessary to implement guidelines which reflect the present economic realities within the community.

1. No occasional teacher coverage will be provided for teachers away from school on field trips
2. Field trips must have a direct program relationship.
3. Trips outside Ontario will only be approved where comparable educational or athletic experiences cannot be found within the province.
4. Field trip costs must be kept to a minimum and reflect the present economic circumstances of our community.
5. No student may be denied for financial reasons the opportunity to take part in a field trip which is an integral part of the curriculum. School must be prepared to continue to subsidize students who cannot participate because of the field trip cost.
6. The cost to the student of any overnight field trip may not exceed $50.00. Cost above $50.00 must be raised by the school. Schools must be prepared to assist students who otherwise cannot afford to participate.
7. Field trips which do not meet these guidelines may be presented for consideration under the following conditions:
   - the trip had been partially planned prior to issuing of these guidelines.
   - commitments have been made that may result in financial loss or lawsuit.
8. All other field trip procedures and requirements remain in force (Operating Procedure 19. Trips Out of School manual).

The preceding School Field Trip Guidelines were presented to trustees for their approval in May. At that time, it was suggested that "input from the system" be solicited before approving the guidelines. Therefore, I am asking for your response or reaction to the proposals.

Please complete and submit one response form per school. The mechanism by which input is gathered is at the discretion of the principal, but clearly, the intent is to sample the broadest range of staff as possible. I ask you to consider the implications for schools if these guidelines are approved as printed and suggest that you prepare your school's response thoughtfully.

Submissions must be returned to me on or before Friday June 25th, so that a report can be brought before the trustees in September.

SCHOOL FIELD TRIP GUIDELINES RESPONSE FORM

RECOMMENDATION	AGREE AS IS	AGREE WITH SUGGESTED MODIFICATIONS	DISAGREE WITH ALTERNATIVE SUGGESTIONS
1			
2			
3			
4			
5			
6			
7			
8			

From: AREA2 --HBE Date and time 06/10/93 11:54:19
To: All Elementary, Secondary and Vocational School Principals

*** Resending note of 06/10/93 10:00
From: Area Two Office
To: Gary Birch and Lee Aurini
From: Area Two Office
Subject: SCHOOL FIELD TRIP GUIDELINES

School field trips provide students with valuable educational experiences which may not be attainable through classroom instruction. While the Board supports the concept of such trips, it is necessary to implement guidelines which reflect the present economic realities within the community.

a) No occasional teacher coverage will be provided for teachers away from school on field trips.

b) Field trips must have a direct program relationship.

c) Trips outside Ontario will only be approved where comparable educational or athletic experiences cannot be found within the province.

d) Field trip costs must be kept to a minimum and reflect the present economic circumstances of our community.

e) No student may be denied for financial reasons the opportunity to take park in a field trip which is an integral part of the curriculum. Schools must be prepared to continue to subsidize students who cannot participate because of the field trip cost.

f) The cost to the student of any overnight field trip may not exceed $50.00. Costs above $50.00 must be raised by the school. Schools must be prepared to assist students who otherwise cannot afford to participate.

g) Field trips which do not meet these guidelines may be presented for consideration under the following conditions:
- the trip had been partially planned prior to issuing of these guidelines
- commitments have been made that may result in financial loss or lawsuit.

h) All other field trip procedures and requirements remain in force (Operating Procedure 19, Trips Out of School manual).

The preceding School Field Trip Guidelines were presented to trustees for their approval in May. At that time, it was suggested that "input from the system" be solicited before approving the guidelines. Therefore, I am asking for your response or reaction to the proposals.

Please complete and submit one response form per school. The mechanism by which input is gathered is at the discretion of the principal, but clearly, the intent is to sample the broadest range of staff as possible. I ask you to consider the implications for schools if these guidelines are approved as printed and suggest that you prepare your school's response thoughtfully.

Submissions must be returned to me on or before Friday June 25th as a report must be presented in September.

Please note that a "hard copy" of this response form will follow in the next couple of days.

Replaces OP-19 -- October, 1983

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON	February, 1992	OP-19

OPERATING PROCEDURE

Topic:

SCHOOL TRIPS: Practices and Guidelines

AUTHORITY:

Ontario Ministry of Education - ***Safety Memorandum No. 10, June 8, 1983.***

Since the potential for serious injury on vehicle impact is substantially greater for standing passengers, field trips should be planned so that seating is available for ALL passengers.

PROCEDURE:

Definition: School Trips

A school trip is any school endorsed and supervised activity beyond the school property.

Rationale:

School trips should be constructive in nature and must be planned to achieve specific educational goals. As an extension of the school program, trip activities must be compatible with the age and learning development of the students.

A school trip is essentially a learning experience – the locale merely shifts from the classroom to an environment outside of the classroom. The techniques of sound lesson planning and preparation must, therefore, apply if the intended educational objectives are to be reached.

A change in locale involves risks and responsibilities beyond those encountered in the classroom situation. Planning must extend beyond the usual lesson preparation to include pre-trip instruction, the supervision and safety of the students during the trip and appropriate evaluation and follow-up activities.

1. Approvals

A. Principal or Vice-Principal approval only is required for:

(i) trips within walking distance of the school.
(ii) all trips within the city.
(iii) any trips, involving transportation by an approved carrier within 80 km (50 mi) radius of the City of Hamilton where Superintendent of Schools approval, in writing, has been granted either on an individual trip basis or; annually, if based on criteria established by the Principal and approved by the Superintendent of Schools.

The teacher will complete Form HBE 3472, Student Trip: Application for Permission, and the Principal will forward immediately, a copy to the Superintendent of Schools.

B. Principal, Superintendent of Schools, Associate Director and Board approval are required for:

(i) all trips over 80 km (50 mi) radius of the City of Hamilton.
(ii) all trips which involve overnight accommodation.
(iii) all trips involving water activities, camping programs, and outdoor winter activities beyond the regular school program.
(iv) all out-of-province and out-of-country trips.

Note: Forms HBE 3471, Student Trip: Parent Information and Permission and HBE 3472, Student Trip: Application for Permission will be used for all trips outlined in subsection "B" and as described in Sections 2 and 3.

2. Application for Permission

A. For all trips, except trips within walking distance of the school, Form HBE 3472 Student Trip: Application for Permission, must be completed by the teacher in charge and forwarded to the school Principal.

B. For trips outlined in 1B, except for overseas trips (see #7), the Principal will forward the Form HBE 3472, Student Trip: Application for Permission, to the Superintendent of Schools, at least six (6) weeks prior to the date of the proposed trip.

C. For trips outlined in clause 1B(iii), involving water activities, camping, canoeing or outdoor winter activities, the Principal will immediately forward the Form HBE 3472 Student Trip: Application for Permission, to the Outdoor Education Department, at the Education Centre, from where it will be forwarded to the appropriate Superintendent of Schools.

Note: Where the trip may involve other subject areas, the Outdoor Education Department will communicate with the appropriate Subject Co-ordinator(s).

D. Unauthorized trips may not be organized, promoted, advertised or held on school time, or involve the use of school facilities, equipment or supplies, or invoke the name of the Board or any responsibility on the part of the Board.

3. Parent Notification and Consent

A. Notification

For all school trips, parents are to be informed. For those trips not within walking distance, parents are to be informed, in writing, using Form HBE 3471.

B. Consent

(i) Written permission of the parent or guardian will be obtained, using Form HBE 3471 (Part B) Student Trip: Parent Information and Permission for all trips other than walking trips.

(ii) It is understood by the parents/student that under no circumstances will the Board of Education for the City of Hamilton (Board) be liable to the parents/student or to any other person:

•for injuries, damages or costs incurred by or resulting from any unauthorized actions on the part of any student participating in an authorized school or Board trip;
•for financial loss resulting from the cancellation of any school trip by a tour company or carrier;
•for financial liability or loss for trips cancelled as a result of Board withdrawal of authorization.

C. Use of Emergency Information

For all school trips outside the city limits, parents will complete Part "C" of Form HBE 3471 Student Trip: Parent Information and Permission, which will be carried with the teacher in charge during the trip.

D. Listing of Students

Each trip supervisor must prepare an accurate list of the names of the students on each vehicle used for transportation. This list must remain with the supervisor in charge of each vehicle. A duplicate list is to be kept in the school office in the event that parent notification becomes necessary.

4. Transportation

A. Where transportation is used for a school trip, the Principal is authorized to use those qualified carriers approved, annually, by the Board. Before using any carriers, other than those on the approved list, Board approval is required.

B. Persons under eighteen years of age are not authorized to transport students on school trips.

Whenever a private vehicle is used for transportation of students on approved school trips, the driver must submit, to the Principal, proof of Board recommended public liability and applicable insurance coverage - minimum $1,000,000. This information is to be submitted to the Principal on Form HBE 2707 Private Driver Permission.

C. The trip supervisor is to arrange to have seating available for all passengers on the vehicles being used for transportation.

D. Tour companies who arrange their own carriers must comply with the Board of Education for the City of Hamilton's transportation requirements.

5. Supervision

A. For all trips beyond the city limits, a minimum of two adult supervisors should be provided.

B. The following minimum adult-to-student ratios are required:

Outdoor Education Trips:
•Overnight Winter Camping 1:5
•Canoe Trips 1:8
•Cross Country Ski Touring 1:8
•All Other Outdoor Winter Activities 1:15

All Other School Trips:
•Overnight Trips 1:15
•One Day Trips: Out of the City.....1:20
•Walking Tours and One Day Trips Within the City 1:class
•One Day Trips to the Outdoor Education Centres..... 1:class

C. An adequate number of supervisors must be provided to cover eventualities such as discipline problems, health concerns and late arrivals (missed deadlines).

Note: Students must be accompanied by a trip supervisor if they are sent home.

6. Qualifications of Trip Supervisors

A. All adult supervisors will be approved by the school Principal.

B. While the use of adult volunteers is encouraged, it is required that at least one certified teacher, employed by the Board of Education for the City of Hamilton, will be assigned to supervise every trip. Any exception must be approved by the Superintendent of Schools in conjunction with the Principal.

7. Overseas Trips and Trips to Major North American Cities

A. For trips to major cities, whether in North America or overseas, the requesting teacher in charge will submit Form HBE 3472 Student Trip: Application for Permission, to the appropriate Superintendent of Schools at least six (6) months prior to the date of the trip.

B. The requesting teacher will attach to Form HBE 3472, a detailed itinerary, outlining:

(i) the purpose of the trip.
(ii) where possible, a list of places to be visited, including a timetable of events.
(iii) name of major carrier and/or tour company.
(iv) where possible, details of the methods of transportation.
(v) all cost factors to be included in the package and/or additional costs to be paid by the students.
(vi) details related to student financing of the trip.
(vii) these trips should be designed so that they do not include any more than three (3) instructional days.

C. Prior to the trip, the following must be completed:

(i) personal safety concerns and procedures should be communicated to students and parents/guardians.
(ii) a finalized itinerary should be given to the parents and Principal.

8. Student Insurance

It is the parent or guardian's responsibility to ensure that students are covered by insurance appropriate to the trip.

***Note:** O.H.I.P. will no longer cover all medical costs incurred outside of Canada. It is the parents'/guardians'/students' responsibility to provide comprehensive medical expense insurance coverage. Unless included in the trip package, written proof of comprehensive insurance coverage for hospital and medical treatment expenses is to be provided to the school principal at least five days prior to departure. No student will be allowed to participate in a school trip without written proof of such insurance coverage.*

9. Special Situations

A. Repetitive Visits

Where permission is required for more than one visit; by the same student or group of students, to the same destination, the teacher in charge is expected to prepare a letter to indicate:

(i) the number of visits.
(ii) a brief rationale for the visits.
(iii) a schedule of the proposed dates of each visit.

A copy of the letter will be attached to Form HBE 3472 Student Trip: Application for Permission, and to each copy of Form HBE 3471 Student Trip: Parent Information and Permission.

B. Physical and Health Education

(i) The parent/guardian will complete the Swimming Permit, Form HBE 2702, which will be kept on file at the school/physical education office in accordance with the practices established by the Co-ordinator of Physical and Health Education and approved by the Board.

(ii) The parent/guardian will complete the Medical Information Card, Form HBE 2701, which will be kept on file at the school/physical education office, in accordance with the practices established by the Co-ordinator of Physical and Health Education and approved by the Board.

Note: In both 9B (i)(ii), it is not necessary for the teacher in charge to complete Form HBE 3472 Student Trip: Application for Permission.

C. Outdoor Education Centre

(i) For visits to the Glen Road Outdoor Education Centre, the Christie Outdoor Education Centre and the Resource Management Centre, it is not necessary to complete Form HBE 3472, Student Trip: Application for Permission.

(ii) For visits to these Outdoor Education Centres, the Student Information Form supplied by the Outdoor Education Department should be used.

/ls

(To be completed by the sponsoring teacher and forwarded by the school principal to the Superintendent of Schools, or to the Outdoor Education Department, where necessary - see Item 4 below.)

eparate application for each trip must be completed at least six (6) weeks prior to the trip and approved as follows:

1. All trips must be approved by the Principal.
2. Principal approval only is required for:
   (a) trips within walking distance of the school, and
   (b) all trips within the city.

3. Principal and Superintendent of School's approval is required for trips outside the city to a radius of 80 km/50 mi of the city.

4. Principal, Superintendent of Schools, Associate Director and Board approval is required for:
   (a) all trips over 80 km/50 mi of the city,
   (b) all trips which involve overnight accommodation,
   (c) all out-of-province and out-of-country trips, and
   (d) all camping programs and outdoor winter activities away from the boundaries of the Hamilton-Wentworth region.

   Note: Where the trip involves water activities, camping, canoeing or winter activities, the school principal will forward, immediately, the application to the Outdoor Education Department. The Outdoor Education Department is responsible for ensuring that appropriate pre-trip instruction is completed and that the safety and supervision of students is assured and will forward the application to the appropriate Superintedent of Schools.

5. Signed Parent/Guardian Permission and Information Forms are required for all trips as defined in clauses 3B(i) of the Board of Education for the City of Hamilton Operating Procedure 19 - School Trips: Practices and Guidelines.

6. For more detailed information, refer to information contained in Binder, Trips Out of School: Guidelines.

Application for Permission (Please Print or Type)

SCHOOL: _____
SCHOOL PHONE #: _____
DESTINATION: (overseas trips or trips to major North American cities-refer to O.P.19, #7)
_____
TIME OF RETURN: _____
COST PER STUDENT: _____
TEACHER IN CHARGE: _____
EDUCATIONAL GOALS OF TRIP:

NUMBER OF STUDENTS: _____
GRADE/YEAR OR COURSE: _____
NO. OF SUPERVISORS: Staff _____
NO. OF SUPERVISORS: Non-Staff _____
NAME OF CARRIER: _____
METHOD OF TRANSPORTATION: _____
CONTACT PERSON AT DESTINATION: _____
CONTACT PERSON - TELEPHONE: _____

_____
_____
_____

DATE OF APPLICATION: _____ TEACHER IN CHARGE (Signature) _____

SIGNATURES

1. Approved:

   Head (if applicable) _____ Date: _____

   Copy forwarded to Outdoor Education Department by Principal: Yes ___ No ___ Date: _____

   Principal: _____ Date: _____

   Superintendent of Schools: _____ Date: _____

2. Approved: _____

   Board Action: _____

PLEASE COMPLETE REVERSE SIDE, IF NECESSARY

COMPLETE ONLY IF TRIP INVOLVES WATER ACTIVITIES, CAMPING, CANOEING, OUTDOOR WINTER ACTIVITES

1. Check only those activities to be attempted.

Activity	Supervised with Instruction	Supervised with No Instruction
Swimming (Complete Part 2(c) below)		
Canoeing		
Rowboating		
Sailing		
Windsurfing		
Kayaking		
Backpacking		
Alpine (Downhill) Skiing		
Cross-Country Skiing		
Other (please state)		

2. For Canoe Trips (i.e., any travelling by canoe involving at least one overnight stay)

(a) State the route of the canoe trip _____

(b) State the level of canoeing experience:

-Adult Supervisors _____

-Student Participants _____

(c) State number of supervisors and students holding the following valid certificates:

Bronze Medallion or Equivalent _____

St. John's Red Cross or St. John's Ambulance First Aid _____

Royal Life Saving Boat Rescue Award _____

For Outdoor Winter Activities

(a) Will students be housed in:

permanent heated accommodations _____

tents or winter shelters _____

(b) State level of outdoor winter experience:

Adult Supervisors _____

Student Participants _____

(c) State number of supervisors and students holding the following valid certificates:

St. John's Red Cross Certification _____

St. John's Ambulance First Aid Certification _____

Canadian Ski Instructors' Certification _____

Canadian Ski Association Certification _____

State the type and extent of pre-trip instruction completed _____

Check if you have read the following:

(a) Planning Out of School Trips _____

(b) School Camping and Canoe Trip Guidelines _____

(c) Guidelines for Winter Trips _____ Teacher in Charge (Signature) _____

(a) Reviewed by: _____ Outdoor Education Department Date: _____

Recommended: _____ Not Recommended: _____

(b) Comments: _____

STUDENT TRIP: PARENT INFORMATION AND PERMISSION
The Board of Education for the City of Hamilton

Part "A" - Trip Information (to be retained by the Parent/Guardian)

To the Parent/Guardian:
Permission has been granted by the Principal and the Superintendent of Schools to conduct the following school trip. The student's participation is, of course, subject to receiving your approval. If you wish the student to participate in the trip, complete Part "B" and Part "C", where appropriate, and return both Parts "B" and "C" to the school as soon as possible. Where parental permission is required for more than one trip to the same destination, a schedule of the proposed dates will be attached to this form.

Note: O.H.I.P. will no longer cover all medical costs incurred outside of Canada. It is the parents'/guardians'/students' responsibility to provide comprehensive medical expense insurance coverage. Unless included in the trip package, written proof of comprehensive insurance coverage for hospital and medical treatment expenses is to be provided to the school principal at least five days prior to departure. No student will be allowed to participate in a school trip without written proof of such insurance coverage.

Details of the Trip:

SCHOOL: _____ SCHOOL PHONE: _____
DESTINATION: _____ NO. OF ELIGIBLE STUDENTS: _____
DATE(S) OF TRIPS: _____ NO. OF ADULT SUPERVISORS: _____
TIME OF DEPARTURE: _____ METHOD OF TRANSPORTATION: _____
TIME OF ARRIVAL AT SCHOOL: _____ NAME OF CARRIER: _____
COST PER STUDENT: _____ CONTACT PERSON AT DESTINATION: _____
PURPOSE OF TRIP AND SPECIAL ACTIVITIES: _____

Parent/Guardian to cut off form here and keep Part "A"

PART "B" - Parent/Guardian Permission (To be returned to school and filed in school office.)

To the Board of Education for the City of Hamilton, and the Principal of _____ School:

As parent/guardian of _____ I hereby request that he/she be
(print student's name in full)

permitted to participate in the trip to _____
(note destination)

It is understood by the parent/guardian/student that, under no circumstances will the Board of Education for the City of Hamilton be liable to the parent/guardian/student or to any other person:
-for injuries, damages or costs incurred by or resulting from any unauthorized actions on the part of any student participating in an authorized school or Board trip;
-for financial loss resulting from the cancellation of any school trip by a tour company or carrier;
-for financial liability or loss for trips cancelled as a result of Board withdrawal of authorization.

Dated at Hamilton, this _____ of _____ 19 ____ _____
(date) (month) (signature of Parent/Guardian)

Teacher in Charge will keep Part "C" and return Part "B" to the school office

Part "C" - Current Emergency Information (Parent/Guardian to complete for each trip)
Part "C" to Accompany Teacher During Trip

NAME OF STUDENT: _____ TELEPHONE: _____
FAMILY DOCTOR: _____ TELEPHONE: _____
IN EMERGENCY, CONTACT PERSON IS: TELEPHONE: _____
_____ HEALTH CARD NUMBER: _____

PLEASE RECORD ANY CONDITIONS, MEDICAL, ALLERGY, DIETARY OR RELIGIOUS REQUIREMENTS WHICH SHOULD BE OBSERVED. PLEASE SPECIFY AND, IF NECESSARY, FORWARD DETAILS OF MEDICATION:

_____

The above information is collected under the Education Act, C.129, R.S.O. 1980.

In the event of a serious accident or illness, one of our first actions is to contact the parent. If we are unable to do so, your signature below will allow us to proceed at our discretion to seek medical aid, subject to the restrictions as noted above.

HBE 3471 (92-02) Signature: _____ Date: _____

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PRIVATE DRIVER PERMISSION FORM

Please Note:

1. This form is to be completed by Private Drivers who volunteer to transport students to and from school events.

2. A Private Driver may be an adult or a student who is registered at the school and is eighteen (18) years of age or older.

3. The completed form along with proof that the Private Driver has a valid driver's permit and the automobile is covered by liability insurance are to be presented to the Principal (delegate) pric to the scheduled departure date.

4. Seat belts must be available and worn by all passengers.

Purpose:

Activity Description: _____
Destination: _____
Teacher Advisor's Name: _____
Departure - Date: _____ Time: _____
Return - Date: _____ Time: _____

Driver:

Driver Name: _____
Address: _____
Are You (Driver) Eighteen (18) Year's of Age or Older? Yes ☐ No ☐
Do You Have a Valid Driver's Permit? Yes ☐ No ☐
Driver's Signature: _____

Owner:

Registered Owner: _____
Address (if different from Driver): _____
Make of Automobile: _____
Licence Plate No: _____
Is the Auto covered by Liability Insurance? Yes ☐ No ☐
(Minimum $1,000,000)

I give the above Driver permission to use the automobile described for the purpose stated.

Registered Owner's Signature: _____

Date: _____ School Name: _____ Principal's Signature: _____

HBE 2707 (92-02)

Mr. Hicks, while appreciative of the offer, suggested that the Board establish a more direct communication link with City Hall.

The motion was put to a vote and **CARRIED.**

Reports of the School Field Trip Guidelines Committee

Moved by Miss Cunningham:

That the following Reports of the School Field Trip Committee, dated 1993 05 04 and 1993 05 11, be approved:

a) That the Operating Procedure (OP-19) dated February, 1992, regarding School Trips: Practices and Guidelines, be accepted.

b) That the Hamilton Council of Home and School Associations be sent a copy of OP-19, requesting their input relative to any concerns.

c) That the following School Field Trip Guidelines be approved for implementation effective the 1993/94 School Year:

SCHOOL FIELD TRIP GUIDELINES

School field trips provide students with valuable educational experiences which may not be attainable through classroom instruction. While the Board supports the concept of such trips, it is necessary to implement guidelines which reflect the present economic realities within the community.

i) No occasional teacher coverage will be provided for teachers away from school on field trips.

ii) Field trips must have a direct program relationship.

iii) Trips outside Ontario will only be approved where comparable educational or athletic experiences cannot be found within the province.

iv) Field trip costs must be kept to a minimum and reflect the present economic circumstances of our community.

v) No student may be denied for financial reasons the opportunity to take part in a field trip which is an integral part of the curriculum. Schools must be prepared to continue to subsidize students who cannot participate because of the field trip cost.

vi) The cost to the student of any overnight field trip may not exceed $50.00. Costs above $50.00 must be raised by the school. Schools must be prepared to assist students who otherwise cannot afford to participate.

vii) Field trips which do not meet these guidelines may be presented for consideration under the following conditions:
- the trip had been partially planned prior to issuing of these guidelines
- commitments have been made that may result in financial loss

or lawsuit.

viii) All other field trip procedures and requirements remain in force (Operating Procedure 19, Trips Out of School manual)

Trustees Cunningham and Johnston expressed support for these guidelines in addressing concerns raised by trustees relative to equity, availability and cost.

Ms. Orban was assured that these guidelines do not prohibit fund raising. She noted that some safety concerns may prevent certain individuals from participating in a trip.

Mr. Allen remarked that such concerns are addressed through the Operating Procedure and that these guidelines ensure all students have the opportunity to participate despite financial constrictions. He also emphasized the importance of clause 2 concerning program relevance.

Mr. Hicks voiced his reservation about the "narrow focus" of these guidelines and the lack of staff input.

Moved in amendment by Mr. Hicks:

That the School Field Trip Guidelines within the Report of the School Field Trip Committee, dated 1993 05 11, be referred to the officials to obtain input from the system through the Superintendents of Schools.

In supporting the amendment, Mr. Korz queried the impact on band, drama, art and athletic activities at the secondary level.

Opposed to the motion, Miss Cunningham clarified that these guidelines were established by an Administrative Committee chaired by Mr. Stockwell, the former Associate Director, with input from both an elementary and a secondary school principal. She did not feel they impact on policies already in place but attempt to make school trip participation more equitable. Mr. Allen echoed Miss Cunningham's comments.

Mrs. Bishop supported the referral motion to ensure staff has input through a participatory process and there is no misunderstanding that trips are curtailed.

Mr. Hicks continued to urge feedback from the system, outlining how quickly this issue could be brought to area meetings and approved for September, 1993.

The question was called and the amendment put to a vote and **CARRIED.**
The motion as amended was put to a vote and **CARRIED.**

At Miss Cunningham's suggestion that trustees taking exception to these guidelines should attend the meetings of the School Field Trip Guideline Committee, Mr. Hicks replied that this was not going back to the trustees, but to the system.

1993.09.09

To: Chairman and Members
Operations & Finance Committee
Education Centre

From: Elizabeth Bond, Superintendent of Program

Re: OHIP and Third Party Billing: Program Implications

Report: INFORMATION

BACKGROUND

In 1992, the Ministry of Health decided that OHIP would no longer cover "third party services". Third party services are those not required by a patient for treatment of illness or health promotion, but are requested by someone else. These services include physical examinations for insurance forms, school and camp registrations, driver and pilot certifications and medical notes to give employees time off work. Physicians are to request direct payment for these services.

In December discussions with the Ontario Medical Association (Toronto Office), the opinion was expressed that ROUTINE requests would be subject to a charge. However, SPECIFIC referrals because of some genuine health concern would likely be covered by OHIP as part of the medical process.

ISSUE

To provide an update for trustees on program implications of this decision of the Ministry of Health.

RECOMMENDATION

That the report on OHIP and Third Party Billing: Program Implications be received for information.

RATIONALE

The decision by the Ministry of Health caused members of the Program Department to review procedures with appropriate school staff that apply to:

- the IPRC Process
- Sports Involvement
- Home Instruction/Itinerant Teaching
- Missed Examinations

Necessary changes have either been implemented or are in the process of being implemented.

APPENDICES

(A) IPRC Procedural Changes
(B) Sports Involvement/Procedural Changes
(C) Home Instruction/Itinerant Teaching Procedural Changes
(D) Other - Missed Examinations

Prepared by: B. Adams, former Coordinator, Special Education
Itinerant Teachers: Secondary Program
L. Aurini, former Chairman, Secondary Headmasters' Association
B. Castles, former Chairman, Elementary Principals' Association
C. Newman, Sports Convenor - Secondary
B. Schofield, Coordinator, Adjustment Services
B. Wilson, former Principal, Allenby School/Itinerant Teachers Elementary & Vocational Programs

APPENDIX A

IPRC PROCEDURAL CHANGES

Information from a Board document entitled "The Development of Comprehensive Special Education Programs and Services (1982-1985). Appendix E, page 2, step 2 indicates . . .

> The Principal requests that:
> the parent(s) consent, in writing, to the release of information
> on the release of information on the Public Health Assessment
> Form, WHERE A HEALTH ASSESSMENT IS REQUESTED BY
> THE IPRC.

Although it is advantageous, it appears that our present practice of routinely requesting the Public Health Assessment Form exceeds the direction of the aforementioned Board Document. If it is appropriate, an IPRC could still request a referral for a specific medical reason.

Therefore, it is only necessary to reintroduce and publicize the stated standard. To accomplish this, the following tasks will be done:

1) The Coordinator of Special Education will communicate these changes to all appropriate parties (SEAC, Principals, Consultants).

2) The Principals' "check-off" sheet will have to be revised.

APPENDIX B

SPORTS INVOLVEMENT PROCEDURAL CHANGES

(1.0) THE STUDENT ATHLETE INFORMATION & PERMISSION FORM

The Student Athlete Information & Permission Form is in the process of being revised. Based on the information on this form, the parent makes a decision about whether to follow the recommendation about having a medical examination. Since the form is being revised, the following statement will be added to the recommendation section . . . "Under revised OHIP Procedures, all costs incurred for a medical examination will have to be paid by the parent/guardian."

(2.0) ATHLETE RETURN TO PLAY FORM

This form was designed for coaches to use when a student is returning to a team activity after a major injury. (It is not intended to be used for a student returning to a Physical Education class.) To assist the coach in defining a major injury there is a manual with decision making tables.

It is not necessary to revise this form. An athlete with a major injury should have had medical attention and therefore a medical report should be provided at no cost at the conclusion of the treatment process.

Most students with "minor sports injuries" just return to practice. The tables identified above would assist the coaches if there was any doubt. Also a parental note could be requested. If the coach feels that the injury was major then this should be communicated to the Athlete, the Parent/Guardian, and the "Athlete Return to Play Form" must be used. During hockey and football events, the athletic therapist who is in attendance will provide consultation.

(3.0) A STUDENT RETURNING FROM INJURY TO A PHYSICAL EDUCATION CLASS

At the time of the accident, Operating Procedure SP6 - School Health Services would be followed. This includes the completion of the Student Accident Report form. When the student returns, if (s)he has had medical attention from a doctor because of the injury, OHIP should cover the costs of a doctor's letter to the school. If the family decided not to seek medical attention (minor injury), a note from the family would be expected.

APPENDIX C

HOME INSTRUCTION
ITINERANT TEACHING
PROCEDURAL CHANGES

Itinerant Teaching is provided because of a Doctor's recommendation. Therefore, a medical report should be provided at the conclusion of the treatment process.

APPENDIX D

MISSED EXAMINATIONS

Presently, Secondary School Administration require a Doctor's note for missed examinations. If this is part of the treatment process, OHIP should cover the same. If not, either the parent/guardian would have to pay, or the doctor could waive the fee, or the school would have to pay.

To: The Chairman and Members of
Operations and Finance Committee
1993-09-07

From: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

Re: Interim Financial Status Report - July 31, 1993

Report: Information

Background:

The Interim Financial Status Report for the seven month period ended July 31, 1993 compares the spending patterns for the first seven months of 1993 to the same period in 1992.

The report is prepared on a modified cash basis in that the expenditures and revenues are generally shown as they are paid or received. Commitments are included in the expenditures.

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years.

This report will be updated in November (based on September), with our year end position reported in early March 1994.

Recommendation:

That the report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Donald W. Goodridge, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED JULY 31, 1993 & 1992

	1993			1992			Inc./		Note
	Budget	July 31	%	Budget	July 31	%	(Decr)	%	
EXPENDITURES (000'S):									
Salaries & Wages, Employee Benefit	231,575	137,299	59.3	229,650	133,739	58.2	3,560	2.7	1
Travel, Personnel Training, Bursaries	813	380	46.7	899	403	44.8	(23)	-5.7	
Books & Supplies	11,548	6,279	54.4	12,927	6,802	52.6	(523)	-7.7	
Energy Costs	5,523	3,073	55.6	5,212	3,107	59.6	(34)	-1.1	
New/Replacement Equipment	2,092	223	10.7	1,421	453	31.9	(230)	-50.8	
Debt Charges	2,488	1,888	75.9	2,333	1,734	74.3	154	8.9	
Capital from Current, Repairs, & Permanent Improvements	7,130	5,260	73.8	7,824	6,335	81.0	(1,075)	-17.0	
Rentals, Fees & Contractual Service	9,290	4,878	53.6	9,425	5,230	55.5	(252)	-4.8	
Tuition Fees	4,567	2,626	57.5	3,998	2,273	56.9	353	15.5	
Charge Back of Taxes	2,596	1,515	58.4	2,350	1,371	58.3	144	10.5	
Provision for Reserves & Other	8,174	6,197	75.8	1,353	897	66.3	5,300	590.9	2
TOTAL EXPENDITURES	285,796	169,718	59.4	277,392	162,344	58.5	7,374	4.5	
REVENUES (000'S):									
Levy for Mill Rate, Refund	162,500	96,421	59.3	159,289	90,809	57.0	5,612	6.2	
Supp. Taxes, T.&T., P.I.L., Surplus	15,355	10,340	67.3	13,703	8,331	60.8	2,009	24.1	
Provincial Grants - Revenue Fund	89,006	51,505	57.9	83,625	49,874	59.6	1,631	3.3	3
Other Provincial Revenue	670	549	81.9	1,029	728	70.7	(179)	-24.6	
Tuition Fees	15,712	9,381	59.7	16,106	8,335	51.8	1,046	12.5	
Other Revenue	2,553	1,327	52.0	3,640	1,769	48.6	(442)	-25.0	
TOTAL REVENUES	285,796	169,523	59.3	277,392	159,846	57.6	9,677	6.1	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE SEVEN MONTHS ENDED JULY 31, 1993

EXPENDITURES AND REVENUES

Note 1 Salaries, Wages and Employee Benefits

The increase over the comparable period of the previous year is due to increases arising from collective agreements.

Note 2 Provision for Reserves and Other

(a) The Mill Rate Stabilization Reserve of $5,723,000 was established in April 1993.

(b) The Restructuring Reserve was established on receipt of the one time grant (budget - $1,778,000, actual - $188,000).

Note 3 Provincial Grants - Revenue Fund

Commencing July 1993, the provincial grants have been reduced as a result of the Social Contract Legislation ($1,092,000) and the Expenditure Control Plan ($582,000).

CAPITAL TRANSACTIONS

Capital Fund

In May 1993, the Board received a direct capital grant arising from the 1991 construction of Gordon Price Elementary School of $1,708,000, (1992 - nil).

Capital Reserves

During 1993, there are minor expenditure adjustments arising from the renovations at King George and Lloyd George Elementary Schools, which were funded from capital reserves, (1992 - $1,922,000).

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
HISTORICAL INFORMATION
FOR THE YEARS ENDED DECEMBER 31, 1988 TO 1992

	1988	1989	1990	1991	1992
EXPENDITURES (000's):					
Salaries, Wages and Benefits	159,074	175,347	196,095	211,210	223,364
Travel, Personnel Training, Bursaries	881	1,090	1,060	967	704
Books & Supplies	14,721	15,450	15,118	15,149	12,446
Energy Costs	4,271	4,422	4,442	4,810	5,338
New and Replacement Equipment	3,570	3,605	2,955	3,634	1,611
Debt Charges	1,568	1,163	1,253	936	2,333
Capital from Current, Repairs and Permanent Improvements	5,140	8,228	11,504	9,613	7,077
Rentals, Fees & Contractual Services	5,916	7,251	8,161	8,990	8,875
Tuition Fees	1,810	2,436	2,842	3,803	4,439
Charge Back of Taxes	1,494	1,279	1,956	1,622	6,165
Provision for Reserves and Other	5,465	3,913	3,087	3,838	3,627
TOTAL EXPENDITURES	**203,910**	**224,184**	**248,473**	**264,572**	**275,979**
REVENUES (000's):					
Levy for Mill Rate	115,543	128,453	152,382	153,988	159,289
Refund of Taxes	545	0	0	0	0
Suppl. Taxes, T. & T., P.I.L., Surplus	9,018	10,980	6,272	12,348	14,190
Provincial Grants - Revenue Fund	64,553	64,734	73,250	81,822	83,697
Other Provincial Revenue	328	741	915	1,027	3,272
Tuition Fees	10,516	13,242	14,772	15,867	16,043
Other Revenue	5,187	4,668	3,997	4,987	6,900
TOTAL REVENUES	**205,690**	**222,818**	**251,588**	**270,039**	**283,391**

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
SUMMARY OF SHORT TERM INVESTMENTS (000'S)
JULY 31, 1993

	1993	1992
SHORT TERM INVESTMENTS AS AT JULY 31:		
Revenue Fund	$8,552	$6,655
Mill Rate Stabilization Reserve	5,776	-
Restructuring Reserve Fund	188	-
Capital Reserves	961	2,444
Capital Funds	79	1,546
Retirement Gratuity Reserve	6,448	7,310
Dofasco Assessment Appeal Reserve	-	3,520
TOTAL PORTFOLIO	$22,004	$21,475
INTEREST EARNINGS:		
Revenue Fund	$186	$133
Mill Rate Stabilization Reserve	53	-
Restructuring Reserve Fund	-	-
Capital Reserves and Capital Funds	39	108
Retirement Gratuity Reserve	183	283
Dofasco Assessment Appeal Reserve	-	113
TOTAL PORTFOLIO INTEREST EARNED FOR SEVEN MONTHS	$461	$637
BORROWING SUMMARY:		
Total Internal Borrowings	$9,915	$48,151
Total Internal Repayments	9,915	48,151
Total External Borrowings	120	2,883
Total External Repayments	120	2,883
BALANCE AS AT JULY 31	$0	$0
INTEREST EXPENSE FOR SEVEN MONTHS:		
Internal Borrowings	$9	$79
External Borrowings	-	1
	$9	$80
BANK INTEREST EARNED FOR SEVEN MONTHS:	$9	$16

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1993

CAPITAL RESERVES (000'S)

	Budget 1993	Actual 1993 07 31	Actual 1992 07 31
Opening Balance	$923	$923	$2,830
Revenues			
Interest Earned	56	39	108
Property Rentals	166	-	-
	1,145	962	2,938
Expenditures			
Capital Projects	-	(2)	1,922
Transfer to Revenue Fund	-	-	250
	-	(2)	2,172
Closing Balance	$1,145	$964	$766

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1993	Actual 1993 07 31	Actual 1992 07 31
Opening Balance	$6,553	$6,553	$7,483
Revenues			
Transfer from Revenue Fund	1,533	1,533	1,483
Interest Earned	322	183	283
	8,408	8,269	9,249
Expenditures			
Gratuities Paid	2,100	1,825	1,936
Closing Balance	$6,308	$6,444	$7,313

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1993

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1993	Actual 1993 07 31
Opening Balance	$ -	$ -
Revenues		
Transfer from Revenue Fund to Establish Reserve	5,723	5,723
Interest Earned		53
Closing Balance	$5,723	$5,776

RESTRUCTURING RESERVE (000"S)

	Budget 1993	Actual 1993 07 31
Opening Balance	$ -	$ -
Revenues		
Transfer from Revenue Fund to Establish Reserve	1,777	188
Interest Earned		-
Closing Balance	$1,777	$188

TO: Chairman and Members
Operations and Finance Committee
Board of Education for the City of Hamilton
1993 09 07

FROM: Senior Management

RE: Proforma 1994/95/96

REPORT: Information/Decision

Background:

The Proforma is a three year projection of expenditures and revenues and excludes the impact of the Social Contract Legislation. The projections are based on the actions taken in the current year and assumptions outlined in this report. It has not been assembled on a detailed basis that would normally be part of the development of the annual budget. At this time it is difficult to assess the margin of error that may be associated with this projection because of a number of variables required to determine expenditures and revenues.

Renumeration and General Legislative Grants will be updated as more information becomes available on the Social Contract Legislation.

To complement our current planning process, a three year time frame enables us to have a more significant impact on the direction of the organization. Our objective continues to be the provision of quality programs in a cost effective manner.

Issue:

To share information with Trustees regarding anticipated changes in expenditures and revenues.
To obtain a mandate on the mill rate for 1994.

Recommendation:

That the Mill Rate for 1994 be established and that the decision be referred back to the Officials for further consideration.

Rationale:

In order to give financial direction to the educational system, priorities and allocations need to be established for 1994 in September of 1993.

Prepared and Submitted by: Senior Management

Approved by: D. W. Goodridge
Director of Education & Secretary

The Board of Education for the City of Hamilton
Proforma 1994/95/96 - Expenditures

	1993 Approved Budget	% Change over Prior Yr.	1994 Estimates	% Change over Prior Yr.	1995 Proforma	% Change over Prior Yr.	1996 Proforma	% Change over Prior Yr.	Notes
Remuneration									
Salaries & Wages	$ 208,980,862	0.6%	211,000,000	1.0%	214,430,000	1.6%	218,370,000	1.8%	1
Employee Benefits	22,593,693	2.8%	23,583,000	4.4%	24,440,700	3.6%	25,341,300	3.7%	2
Reduction	(-)		(3,020,200) *		(3,020,200)		(3,020,200)		
Social Contract	(-)		(-) **		(-)		(-)		
	231,574,555	0.8%	231,562,800	0.0%	235,850,500	1.9%	240,691,100	2.1%	
Fixed (not available for short term reduction)									
Energy	5,523,000		6,250,000		6,567,000		7,012,000		3
Debt Charges	2,487,696		2,758,600		5,410,300		8,695,800		4
Rentals - Comp. Mainframe	1,697,112		1,750,000		1,750,000		1,750,000		
Fees & Contractuals									
- Transportation	5,492,016		4,986,300		4,779,000		4,737,000		5
- Insurance	386,179		440,000		457,900		476,000		
Tuition Fees	4,567,148		5,061,500		5,058,300		5,054,200		
Charge Back of Taxes	2,596,289		2,921,000		3,336,900		3,870,000		
Reduction	0		(320,000) *		(320,000)		(320,000)		
	22,749,440	0.5%	23,847,400	4.8%	26,759,400	12.2%	30,995,000	15.8%	
Variable									
Consumables									
Travel	299,337								
Personnel Training	395,790								
Bursaries & Student Aid	117,775								
Books, Films & Software	1,677,987								
Supplies & Services	9,870,082								
Other Expense	508,131								
	12,869,102	(11.2%)							
Contractuals									
Rentals - Other	1,097,000								
Fees & Contr. - Other	617,860								
	1,714,860	4.2%							
Capital									
Repairs Bldgs & Grnds	4,036,000								
New & Repl. Equipment	2,092,060								
Capital from Current	2,311,000								
Perm. Improvements	782,606								
	9,221,666	(0.3%)							
Other									
Working Capital	0								
Transfer to Reserves	7,665,962								
Provision for Refund of Taxes	0								
	7,665,962	1022.6%							
	31,471,590		24,000,000	(23.7%)	24,000,000	0.0%	24,000,000	0.0%	6
Reduction	-		(320,000) *		(320,000)		(320,000)		
	31,471,590	20.7%	23,680,000	(24.8%)	23,680,000	0.0%	23,680,000	0.0%	
Total Expenditures	$ 285,795,585	3.0%	279,090,200	(2.35%)	286,289,900	2.58%	295,366,100	3.17%	

1993 09 01
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The Board of Education for the City of Hamilton
Proforma 1994/95/96 - Revenues

	1993 Approved Budget	% Change over Prior Yr.	1994 Estimates	% Change over Prior Yr.	1995 Proforma	% Change over Prior Yr.	1996 Proforma	% Change over Prior Yr.	Notes
Fixed									
General Legislative Grants	$ 89,005,861		90,250,000	1.4%	89,850,000		88,419,000		7
Social Contract	(-)		(-) **		(-)		(-)		
Suppl. Taxes, T&T, PIL	7,942,874		7,560,000	(4.8%)	7,800,000		7,500,000		
Tuition Fees	15,712,163		15,060,000	(4.2%)	14,860,000		14,660,000		
	112,660,898	4.4%	112,870,000	0.2%	112,510,000	(0.3%)	110,579,000	(1.7%)	
Variable									
Surplus/(Deficit)	7,411,560		0		0		0		
Other Provincial Revenues	670,236		375,500		375,500		375,500		
Recoverable Transportation	70,000		70,000		70,000		70,000		
Rental Revenue	569,052		517,300		498,000		511,500		
Capital Recoveries	46,500		50,000		50,000		50,000		
Other Revenue	1,866,801		1,800,000		1,820,600		1,843,100		
	10,634,149	4.9%	2,812,800	(73.5%)	2,814,100	0.0%	2,850,100	1.3%	
Refund of Taxes	2,324,268		0		0		0		
Levy for Mill Rate	160,176,270	0.6%	163,407,400	2.0%	170,965,800	4.6%	181,937,000	6.4%	
	173,134,687	2.2%	166,220,200	(4.0%)	173,779,900	4.5%	184,787,100	6.3%	
Total Revenues before Mill Rate Stabilization Reserve (M.R.S.R)	$ 285,795,585	3.0%	279,090,200	(2.35%)	286,289,900	2.58%	295,366,100	3.17%	
Realty Taxes before M.R.S.R.	$ 950.99	2.19%	$ 985.42	3.62%	$ 1046.05	10.00%	$ 1113.02	6.40%	
Effect of M.R.S.R.			(34.43)	(3.62%)					
Realty Taxes after M.R.S.R.			$ 950.99	0.00%					
Mill Rate Stabilization Reserve	0		5,723,000		0		0		
Assessment Base	844,347,239		831,158,000		819,109,000		819,109,000		8

1% reduction in the mill rate = $1,600,000

* Proposed reductions of $3,660,000 under remuneration, fixed and variable expenditures and the application of the mill rate stabilization fund of $5,723,000 would generate a 0.00% mill rate increase for 1994.

** The impact of the Social Contract is $9,200,000 and is not reflected in the Proforma. The implications are currently under review by the Social Contract team.

The Board of Education for the City of Hamilton

Proforma 1994/95/96 - Assumptions

Assumptions made in the preparation of the Proforma 1994/95/96 are as follows:

Note 1	.	reflects projected staffing adjustments, enrolment changes and salary adjustments
Note 1	.	effects of the Social Contract Legislation have not been included in the projections
Note 2	.	anticipated increase in statutory benefits and G.S.T. payable on negotiated benefits as a result of the May 1993 provincial budget
Note 3	.	anticipated increase in energy rates and opening of new schools per Accommodation Report. Significant increase in natural gas as a result of a projected rate increase of 25%
Note 4	.	recommendations per 1993 Accommodation Report for projected debenture issues
Note 5	.	current policies in place for transportation and insurance coverage
Note 6	.	variable expenditures maintained at current 1993 level net of transfer to reserves. If levy payments from the City of Hamilton are changed from monthly to quarterly an additional $970,000 would be added to the expenditures (OMC 1993 01 12)
Note 7	.	general legislative grants - net increase in enrolment, elimination of restructuring grant, reduction in assessment base, reduction in number of grantable projects such as Jobs Ontario, roofing and boiler program
Note 8	.	reduction in assessment base for both residential and commercial properties and loss in commercial assessment due to pooling

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 09 07

To the Chairman and Members,
Operations & Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) George L. Armstrong, Grade 8, Ottawa, 1994 05 25-27 (Wednesday to Friday)

(ii) Glen Brae, Grade 6, Camp Wanakita, 1993 10 05-08 (Tuesday to Friday)

(iii) Norwood Park, Grade 6, Camp Wanakita, 1993 10 12-15 (Tuesday to Friday)

(iv) Norwood Park, Grades 7-8, St. Donat, Quebec, 1994 01 16-19 (Sunday to Wednesday)

(v) R. A. Riddell, Grade 6, Camp Wanakita, 1993 10 05-08 (Tuesday to Friday)

(vi) Delta. Grades 11-OAC, Basketball Team, Brantford, 1993 10 01-02 (Friday to Saturday)

(vii) Hill Park - City Wide, Grades 11-OAC Visual Arts, New York City, N.Y., 1994 05 26-29 (Thursday to Sunday)

(viii) Sherwood, Grades 10-OAC, Outdoor Education, Algonquin Park, 1993 09 23-26 (Thursday to Sunday)

(ix) Sir Allan MacNab, Grade 10-OAC Senior Band, London, England; Chamonix, France; 1994 03 09-21 (Wednesday to Monday)

(x) Sir John A. Macdonald, Cross Country Team, London, Ontario, 1993 10 15 (Friday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

1993 09 07

To: Chairman and Members
Operations and Finance Committee
Education Centre

FROM: D. W. Goodridge, Director of Education and Secretary

RE: World Health Organization Questionnaire

BACKGROUND

The Hamilton Board of Education has been requested by Dr. Alan King of Queen's University to permit three classes from two schools (R. A. Riddell and Sir Allan MacNab Secondary) to respond to a questionnaire prepared by the World Health Organization. The findings taken from surveys in 23 countries will be used by the World Health Organization to increase understanding about health behaviours of young people and be available to promote good health practices among youth internationally.

RECOMMENDATION

That permission be granted to administer the World Health Organization questionnaire to students in two classes at R. A. Riddell School and 1 class at Sir Allan MacNab Secondary School, in October 1993.

Prepared by: O. Jackson, Research Services